

▶ H A N D - B O O K ◀



Contents

1. Introduction to the social start ups project	3
2. The Project Partners	4
3. The Methodological Tool	5
4. The Curriculum	7
5. Training the Mentors	10
6. Mentors Profile	11
7. Applying the Methodology	12
8. The Toolkit:	14
a. Mentor Guide	15
b. Self Assessment Tool (Business Diary)	87
c. Pre and Post Test	128
d. Mentors' training programme	134

1. Introduction to the Social Start Ups Project

Social Start Ups is a project funded by the European Union, under the Erasmus + KA2 Programme. Led by Tamat; an Italian NGO, the project partners are the Futures Entrepreneurship Centre at Plymouth University (UK), Parco Tecnologico 3-A (Italy), Municipality of Brtonigla (Croatia), Amsed NGO (France), and the Norwich Business School at the University of East Anglia (UK).

The goal of the project was to develop, test and validate a learning methodology for adult learners by experimenting the Ethical Purchasing Groups (EPGs) model as a real laboratory for the acquisition of key competences. To do this, the Social Start Ups project adopted a 'learning by doing' approach, which included the direct involvement of adult participants in the Ethical Purchasing Groups start-up and management activities. The project also aimed to define, through a participatory approach, a sustainable model of EPGs that met the needs of both producers and consumers.

Amsed (in France), Verteneglio Municipality (in Croatia) and Tamat (in Italy), implemented the designed methodology created by DrHaya Al-Dajani and her colleagues at the Futures Entrepreneurship Centre of Plymouth University. During this experimentation phase, these organisations worked with EPGs in their localities to develop social enterprise models associated with the EPGs' priorities. The experimentation phase was completed in September 2016, and the toolkit was finalised based on the outcomes of the application during the experimentation phase. Please go to <http://www.tamat.org/index.php/en/our-projects/european-projects/item/31-social-start-ups.html> to download the Social Start Ups Project Handbook which is available in Croatian, English, French, and Italian, and where you can find the complete toolkit.

Introduction to this Project Handbook

This Handbook presents the Social Starts Ups project as it was designed, implemented, and evaluated by the participating mentors and trainees in Croatia, France and Italy. In the ensuing pages you will learn about the project partners and the mentors delivering the social starts ups training programme, the methodological tool, the designed curriculum, the outcomes of the mentor training and the experimentation phase of the Social Start Ups project, and the components of the toolkit; the mentor guide, the self assessment tool, the pre and post tests, and the mentor training guide.

By following this Handbook, you will be gain an in-depth insight into the Social Start Up project rationale and execution, and you will also able to replicate the Social Stars Ups project beyond the contexts in which it was experimented. Whilst we recommend that you adopt and adapt the Social Start Up project in its entirety, each tool within the Toolkit can be used independently.

2. The Project Partners



Croatia	Tea Rakar Tamara Miletic	Verteneglio Municipality
France	Djilali Kabeche Lavinia Ruscigni Joana Levy	AMSED, Strasbourg
Italy	Domenico Lizzi Simona Formica	TAMAT, Perugia
	Stefano Briganti	Parco 3A, Perugia
United Kingdom	Haya Al-Dajani Jeannine Levers Judith Reynolds	Futures Entrepreneurship Centre, Plymouth Business School, University of Plymouth Norwich Business School, University of East Anglia



3. The Methodological Tool

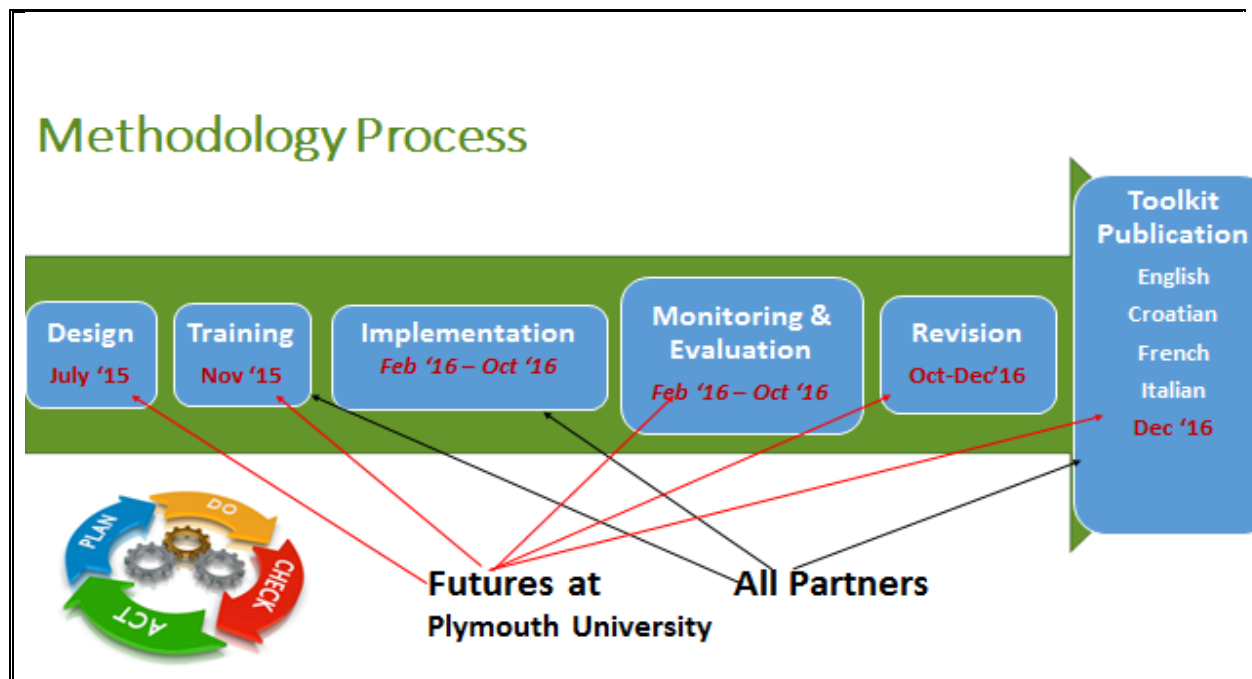
The designed methodology adopted in this project was tailored to unlocking the entrepreneurial talent of ethical purchasing groups (EPGs) operating in Croatia, France, Italy, and was determined through extensive research into empowering pedagogical approaches, ethical purchasing groups, the social enterprise start up process, and entrepreneurial skills. It was important to adopt a methodology that could provide a consistent standard of delivery across the three countries where it was being implemented, and also remained relevant to the diversity amongst those contexts. This is evident within the project's designed and developed toolkit comprising the following tools which are available in the Project Handbook:

- a. Mentor Guide (to guide the participants through the social start up process)
- b. Self Assessment Tool (Business Diary for participants to monitor their progress on the social start up programme)
- c. Pre and Post Test (to measure the learning and impact of the participants)
- d. Mentor Training Guide (for training the mentors)

We now present and describe the methodological process that was adopted to realise the project's aims and objectives. Essentially, the methodological process involved six consecutive stages as follows:

<u>Stage</u>	<u>Aims</u>
1. Design:	To design the process of implementing the social start ups project and meeting its aims and objectives.
2. Training:	To train the mentors in the mentor-led social start up training process so that they can experiment and implement this process with members of the identified EPGs in their countries of Croatia, France and Italy.
3. Experimentation / Implementation:	<ol style="list-style-type: none">a. To apply the mentor-led social start up training process with members of the identified EPGs in their countries of Croatia, France and Italy.b. To provide peer mentoring to the trained mentors as they progressed through the training process.
4. Evaluation:	<ol style="list-style-type: none">a. To capture the mentors' critical reflections and evaluation of the social start up process they are implementing.b. To evaluate the trainees' learning through the specifically designed pre and post tests
5. Revision:	To revise the curriculum and toolkit components based on the results of the evaluation stage.
6. Publication:	To publish and disseminate the project's handbook, methodological tool, curriculum, and toolkit in English, Croatian, French and Italian.

On the Social Start Up project, these six stages were enacted through a sequential process as shows in the following diagram, where the length for completing each stage is also outlined:



4. The Curriculum



The Curriculum was developed by Futures Entrepreneurship Centre, Plymouth University, with contributions from Dr Haya Al-Dajani, Judith Reynolds and Sybille Schiffmann.

The curriculum of the mentor-led training programme embraced the Social Start Ups project's purpose of supporting Ethical Purchasing Groups in Croatia, France and Italy to start up social enterprises that empower and enable the enhanced social, economic, and environmental impact and effectiveness of their local communities.

Given the EPGs focus on agri-food production, the social start up curriculum includes a session covering the topics of Food Safety, Hygiene and Quality, and certification and registration. The content for this session was developed by the project partner Parco 3A.

The Social Start Ups curriculum was designed as a mentor-led process, addressing the sequential stages and challenges of starting up a social enterprise. The content of each

mentor-led training session, and the accompanying activities to be completed, are presented in the table below. Each training session is expected to last approximately four hours, although this is dependent on the participants / trainees and the mentor's style of training.

Session	Training Session	Content	Activity to complete before next session
1	Starting Out Week 1	Defining Social Start Ups Ideation (Brainstorming) Roles and Responsibilities	Finalize ideas Finalize roles and responsibilities
2	Social Start Up Structure Week 2	Structures, Roles and Responsibilities Communication, Negotiation and Consultative Decision Making within the Social Start Up	Market research: customer development, SWOT , PESTLE etc
3	Marketing Planning and Implementation Week 4	Vision, mission, values Branding Logo, marketing materials, marketing campaigns and social media	Setting up social media channels. E.g., Facebook, website Developing the marketing materials discussed in the session
4	Sales, Finance and Pricing Week 8	Finance sources and opportunities (fund raising), membership fees and other finance channels Finance tools: cashflow, breakeven analysis, profit and loss account Pricing strategies	Finalizing the marketing materials Researching funding sources Experimenting with financial and pricing scenarios and determining the most suitable for the Social Start Up
5	Production Week 12	Food Safety, Hygiene and Quality Production Planning Certification and Registration: regulations, costs, processes, benefits Share finalised ideas	Production On-going marketing
6	Enterprising / Sales Week 16	Managing and implementing the following: Creating a market Increasing number of producers Improving produce quality Expanding the membership of consumers Creating awareness about the EPG amongst the public / stakeholders /	Ongoing production On-going marketing Selling Financial Tracking

		both Increasing sales of produce Increasing production Networking Relationship building	
7	Consolidation and Future Planning Week 20	Future Planning, Evaluation and Consolidation Sustainability and Growth	

The trained mentors from Croatia, France and Italy who delivered this programme in their respective locations, to enhance the effectiveness of the EPGs by supporting them to start up social enterprises, provided critical insights and reflections that informed the finalised curriculum as presented here. You can find the Mentor Profiles within the Project Handbook.

5. Training the Mentors

A training programme was implemented to familiarise the mentors with the content of the social start ups mentor-led training programme. In total, nine mentors were trained to deliver the programme and three mentors were identified as Principle Mentors to lead the programme in their respective countries. Section d of the Toolkit section of this Handbook presents the schedule for the mentor training programme that was designed and implemented during the project.

The four day training programme took place at the Futures Entrepreneurship Centre, Plymouth Business School at Plymouth University in the United Kingdom. Here, trainees were able to observe and experience best practice examples of social enterprise through visits to Riverford Organic Farms, the Real Ideas Organisation, and Rumpus Cosy. In addition, both Plymouth University and Plymouth City Council hold the prestigious ‘Social Enterprise Mark’ which acknowledges the social enterprise character and success within Plymouth.

Irrespective of how experienced or qualified the mentors are, training them to familiarise them with the process and content of this programme was essential to ensure consistency in the delivery across all three locations, and to manage the expectations of the participants. To enhance the mentoring experience through peer learning and sharing mentoring experiences, monthly on-line support sessions were held for the Principle Mentors. This enhanced the quality of the overall programme design as changes where necessary could be addressed and instigated immediately.

Inspirational view from the training rooms at Plymouth University’s Mast House



6. Mentors Profile

To ensure a consistent mentor-led social start up training programme is delivered in each of the project's locations in Croatia, France and Italy, each of the three implementing partner organisations was invited to identify delegates to attend a training programme held at, and led by the Futures Entrepreneurship Centre at Plymouth University in the United Kingdom. A total of nine delegates were trained; 4 from TAMAT (Italy), 3 from Verteneglio Municipality (Croatia), and 2 from AMSED (France). Following this training, each partner organisation identified a 'Principle Mentor' to lead the experimentation phase of the Social Start Ups Project in their locality. Below, are the details of each partner organisation's Principle Mentor.

Name: **Domenico Lizzi**

Organisation: Tamat

Place: Perugia, Italy



Domenico mentored a group in Perugia by using the Social Start Ups methodological tools. The experimentation achieved good results as they started an Ethical Purchasing Group (EPG) in Perugia city centre. Whilst this EPG now includes over 40 members, the challenge is to find a sustainable model for this EPG. Six of the EPG members have developed a thorough plan for a social enterprise start-up which they will launch in 2017.

Name: **Joana Levy**

Organisation: AMSED, AMAP du Ruisseau Bleu

Place: Strasbourg, France



Joana mentored EPG members willing to start up social enterprises in and around Strasbourg. Using the methodological tools created on the Social Start Ups Project, Joana trained participants who were considering the creation of an associative café sourcing and serving produce from local EPGs, and another group who were looking to create a social enterprise to enhance the sustainability of their EPG which raises grass eating animals only. The challenge now is to realise the created plans.

Name: **Tamara Miletic**

Organisation: Municipality of Verteneglio

Place: Verteneglio, Croatia



Tamara mentored EPG members in the Verteneglio region of Croatia who were willing to start up a social enterprise to enhance their EPG's sustainability and competitiveness. Although the social start up process and its methodological tools were warmly received and appreciated, an agreement on whether or not organic and non-organic producers could be members of the same social enterprise could not be reached. Thus the challenging dialogue between the organic and nonorganic producers continues.

7. Applying the Social Starts Up Methodology

The mentor led training programme was implemented and completed in the 3 project sites of Verteneglio in Croatia, Strasbourg in France, and Perugia in Italy. Whilst the social start ups training programme was delivered consistently and in accordance with the Mentor Guide and the Toolkit, the speed with which the programme progressed in the three locations, differed, and the types of social enterprises envisioned in each location was also different. This could be due to the demographics of the mentees, the context in which the programme was being implemented, the needs and priorities of the EPGs, and the existing awareness of the social enterprise model, as well as the existing legal framework governing this.

However, this extant diversity across the three locations where the Social Start Ups project was being implemented, did not impact upon the delivery of the programme negatively. Rather, it provided solid testing grounds for the design rigour of the programme.

In essence, the focus of the social start up in Verteneglio's EPG was on local produce, but this erupted into a disagreement about organic vs non-organic produce. Although the Social Start Up methodology was welcomed, an agreement could not be reached regarding the inclusion of both organic and non-organic local products, and the group split into organic and non-organic producers. Given the significance of this issue for this Croatian region, we are pleased that the project was able to bring it to the forefront, with the Municipality of Verteneglio leading the way in addressing this challenge. The trainee demographic here

In Strasbourg, the Social Start Ups methodology was employed through AMSED, and mentees here had too many potential social enterprise ideas to limit to the creation of one social enterprise only. Whilst the mentoring sessions were buzzing with discussions, there was a preference to having multiple social enterprise start ups, led by individuals or small groups, rather than an overall group effort. This outcome does not contravene the ethos of the Social Start Ups project as all start ups were rallying around the social enterprise model. It is anticipated that as these micro social start ups become established, they can merge together or collaborate, to enhance community development. Given the participant dynamics here, the social start up project progressed systematically and regularly.

In Perugia, the participants worked together to create an EPG in the first instance, and then to create a social enterprise to enhance the EPG's sustainability. Given the extant brainstorming and ideation at the beginning of the social start up process, the completion of the Social Start Up Project here took longer than Verteneglio or Strasbourg. However, this is expected as the group was beginning the journey completely from scratch and needed the time to determine the social enterprise's aims, activities, business model, implementation etc. Although this was the slowest process amongst the three locations, it fulfilled the aims of the Social Start project fully, and will most likely be sustainable in the longer term. This social start up was focused on community development and Perugia's urban regeneration through the following activities:

1. Cooking Delivery / cooking at the clients homes with the EGP products
2. Investigating in a cooking show for tourists. How to cook the products in the organic box by creating awareness about the products in the box
3. Hosting and supporting newly arrived students in Perugia – accommodation etc.
4. Service focused / delivery like a virtual hotel such as an Airbnb in the neighbourhood only (within a 400 m boundary)
5. Pedagogical garden – connected to the virtual hotel for tourists

8. The Toolkit:

The project toolkit comprises of the following tools which can be found on the following pages:

- a. Mentor Guide
- b. Self Assessment Tool (Business Diary
- c. Pre and Post Test
- d. Mentors' training programme

a. Mentor Guide

➤ About this Mentor Guide ...

This Mentor Guide is a step by step guide for those who wish to support their EPG members in starting up a social enterprise. This Guide provides you with all the content needed for leading seven sequential training sessions, and provides you with planning and reflection tools to enhance your overall mentoring skills. We recommend that you read through the whole Guide before you embark on the Social Start Up journey so you are aware of the process and end point from the start. This will allow you to effectively lead all the training sessions.

As the Social Start Up Project was focused upon EPGs operating within the agri-food sector, this Mentor Guide includes an informative section entitled *Food Safety, Hygiene, Quality and Certification* which was developed by the project partner Parco 3A specifically for this programme.

Contents

Ethical Purchasing Groups and the Social Start Ups Training Programme	17
Mentoring	18
Preparing to Launch Your Social Start Up Training Programme	23
Session 1: Starting Out	25
Defining Social Enterprise	29
Session 2: Social Start Up Structure	33
Session 3: Marketing Planning and Implementation	39
Session 4: Sales, Finance and Pricing	50
Session 5: Production	65
Food Safety, Hygiene, Quality and Certification	68
Session 6: Sales Operations	74
Session 7: Consolidation and Future Planning	81

➤ Ethical Purchasing Groups and the Social Start Ups Training Programme

EPGs in Croatia, France and Italy, aim to enhance the agri-food localities through organising local agri-food production communities into EPGs. In doing so, the EPGs empower local producers and consumers through the adoption of ethical production processes, fair pricing, improved health through quality ‘slow food’ products, and a strong awareness of the natural cycle and the need for environmental protection. However, these EPGs continue to face a number of challenges that hamper their growth and impact. As a result, the Social Start Ups project supported Ethical Purchasing Groups (EPGs) in Croatia, France and Italy to start up social enterprises that empower and enable the enhanced social, economic, and environmental impact and effectiveness of the local communities. This was done through a 6 month mentor led, training programme consisting of seven sequential training sessions as shown here:

Session	Content
1	Defining Social Entrepreneurship Team Building Ideation (Brainstorming)
2	Structures, Roles and Responsibilities Communication, Negotiation and Consultative Decision Making within the Social Start Up
3	Marketing Planning and Implementation
4	Sales, Finance and Pricing
5	Production Planning (Producer Selection, Storage and Distribution) Food Safety, Hygiene, Quality and Certification
6	Sales Operations
7	Consolidation and Future Planning

Please note that multiple group meetings and ongoing communication between the members are expected to occur in between these seven training sessions to ensure ongoing and timely activity. However, the mentor is only expected to attend and lead the seven training sessions.

➤ Mentoring

According to Clutterbuck and Sweeney (1997), mentoring is a helpful relationship based on an **exchange** of knowledge, experience and goodwill. Mentors help others less experienced than themselves, to gain confidence, a clearer purpose, insight and wisdom. In doing so, the mentor is also impacted by the mentoring relationship as s/he learns from the mentees. There are six main characteristics of mentoring and these are illustrated here:

Characteristics of Mentoring
1. Focuses on progress.
2. Is a long term rather than short term relationship.
3. Provides intuitive feedback.
4. Develops the capabilities and competences of the mentor and mentees.
5. Is driven and led by mentees / learners.
6. Helps the mentees to work out the solutions by themselves.



Clutterbuck and Sweeney (1997) identified mentoring as a critical combination of coaching, facilitating, networking and counselling, and also, as a combination of directive and non-directive approaches, as follows:

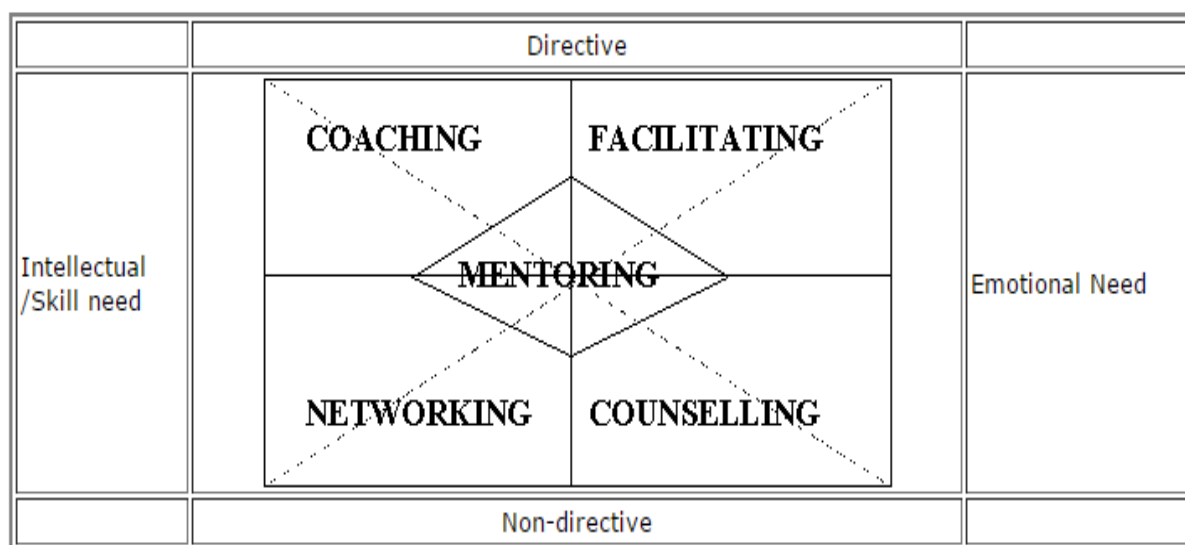


Figure 1: Styles of mentoring (taken from Clutterbuck and Sweeney 1997)

From Figure 1 above, we see that the coaching and networking dimensions of mentoring, focus on intellectual information exchange and acquiring skills. The facilitating and counselling dimensions of mentoring however, focus on supporting the mentees in their emotional development and addressing their emotional needs. Figure 1 also illustrates how coaching and facilitating are directive approaches that guide the mentee, whilst networking and counselling are non-directive methods that allow the mentee to arrive at decisions and solutions independently. Clearly therefore, mentoring is an effective, comprehensive and complex approach to supporting individuals, teams and organisations, in their development, learning and growth.



Social Start Ups Mentors being mentored by Riverford Organic Farmers founder Guy Watson, at Riverford Field Kitchen in Devon, United Kingdom.

➤ What is a Mentor?

Often considered a 'critical friend', a mentor embraces the roles shown in the Figure 2 below, to help and support his / her mentees to explore options and make their own decisions. A mentor must not make decisions for their mentees, but rather, encourage them to arrive at their own decisions by asking lots of questions, giving examples, providing information and literature, and above all actively listening to the mentees.

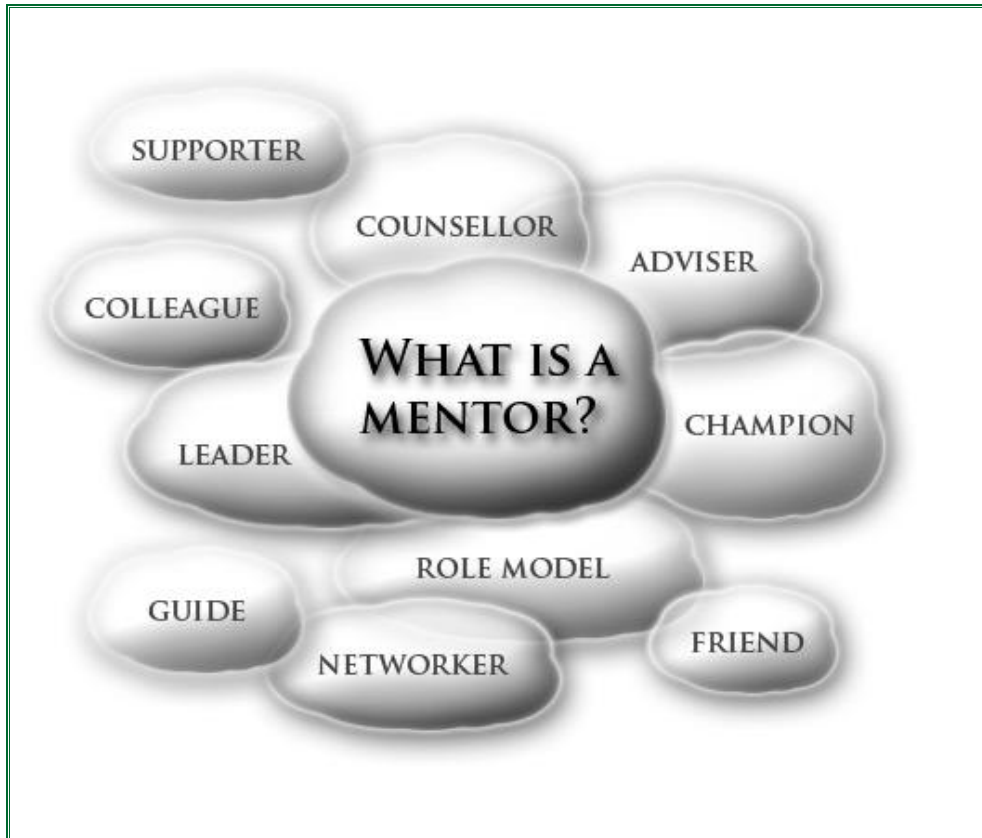


Figure 2: The Multiple Roles of a Mentor



➤ Characteristics of a Good Mentor

Andrew Miller offers ten characteristics of effective mentors as follows:

1. Enthusiastic volunteer	Their interest in helping their mentees and setting personal gains aside communicates itself.
2. Accessibility	Mentees should be able to contact mentors easily, but with defined, agreed limits.
3. Sensitivity	Mentors need to be aware of and sensitive to cultural and gender differences.
4. Self-Awareness	Mentors need to know their own weaknesses and values, and to be honest about them. They should be able to share values without imposing them.
5. Discretion	Confidentiality is the key to building trust in the relationship.
6. Willingness to learn	Mentoring should be a mutual learning experience, not purely one way.
7. Non-judgmental	Mentors should try to use positive reinforcement and encouraging behaviours.
8. Patience	Patience is especially important in the early stages of relationship building.
9. Positive expectations	Mentors should have high or positive aspirations for their mentees.
10. Kind, tolerant and understanding	These are important qualities in sustaining the relationship's inevitable highs and lows.

A Miller (2002) Mentoring students and Young People, Routledge, London, page 190.



➤ **Mentoring Principles and Responsibilities Learnt from the Social Starts Ups Project**

The relationship between the mentor and mentees is very much person-centred; focusing on their professional and personal development. The mentor may be asked to give advice or information, or 'sign-post' the mentees to relevant contacts or resources. Whatever the techniques used by the mentor, the emphasis is on enabling and empowering the mentees to take charge of their own development and their environment. To allow this relationship to be effective, the importance of the mentor's interpersonal skills is essential. Other useful skills include effective listening, empathy, understanding in a non-judgemental approach and the ability to facilitate through skilled questioning.

The role of the Mentor is to:

- Listen
- Question to elicit facts
- Give information, knowledge about organisation/occupation and informal networks
- Give advice on the social start up process
- Offer different perspectives
- Offer support and encouragement
- Draw on own experience when appropriate
- Confront and discuss current issues
- Take the lead and make suggestions – at least early on in the relationship

And to encourage the Mentees to:

- Listen
- Clarify understanding
- Review and reflect on the EPG members
- Change assumptions
- Consider different perspectives
- Develop and manage a the social start up plan
- Take responsibility for their own development
- Make decisions to maximise the outcomes of the mentoring relationship

Now write down your own definition of:

1. Mentoring:

2. Mentor:

➤ Preparing to Launch Your Social Start Up Training Programme

The Venue: Before embarking on your Social Start Up training programme, you are encouraged to **visit the venue** where the training sessions will be held. Doing so will help you to identify its accessibility to the EPG members, and what resources are available at the venue and therefore, how best to design the sessions. Consider the following questions to determine the suitability of the venue for the mentoring sessions:

1. Is the venue easy to find?
2. Can you park nearby?
3. Is there access for physically disabled persons?
4. Can the furniture be moved about to create small group discussions, U shape etc?
5. Is there free Wi-Fi available and how can this be accessed by you and the EPG members?
6. Is there a whiteboard or blackboard?
7. Is there a computer and overhead projector that you can use?
8. Are there flipchart stands?
9. Are there enough power points / sockets to plug in computers?
10. Are there refreshment outlets nearby that can be accessed by you and the EPG members?
11. Are there rest rooms nearby?

Recommended Schedule / Timeframe for the Social Start Up Training Programme:

Session 1: Starting Out	Week 1
Session 2: Social Start Up Structure	Week 2
Session 3: Marketing Planning and Implementation	Week 4
Session 4: Sales, Finance and Pricing	Week 8
Session 5: Production	Week 12
Session 6: Sales Operations	Week 16
Session 7: Consolidation and Future Planning	Week 20

Length of Sessions: The Social Start Ups programme extends over 7 sessions. Each session will be approximately 4 hours (half a working day). Please note that multiple group meetings and ongoing communication between the members are expected to occur in between these seven training sessions to ensure ongoing and timely activity. However, the mentor is only expected to attend and lead the seven training sessions.

Depending on your style and the EPG members' interests and abilities, some sessions will take more or less time than the recommended length of the session. As the mentor, do

exercise some flexibility in the timings and modify each session as needed. Planning ahead is highly recommended to ensure that most sessions observe the expected length of time.

If you cover the allocated topic in a relatively shorter than expected period of time, then do move on to the content of the next session if the participants are happy to do so.

Depending on the topic being covered in the session and your familiarity with it, you may wish to encourage and invite colleagues who are specialists in the different relevant areas, to share their experience and expertise with the EPG members, and to offer guidance and advice as needed. However, please obtain the approval of the EPG members before doing so.

Content of the Sessions: Please familiarize yourself with the content of this Guide as it will direct you through the delivery of the 7 sessions of the Social Start Up programme. Ahead of each session, please ensure that you are clear about the expected outputs and outcomes of each session by reading the relevant chapter in detail. It is also important to review the agreed action points from previous sessions to be sure to follow up with the relevant EPG members as needed.

The Social Start Ups programme is hands on and action oriented so please ensure that the following materials are available for the participants' use at all sessions:

1. Participants' Business Diaries (participants should bring this with them to every session so please remind them to do so)
2. A4 and A3 sheets of paper and if possible, flipchart paper
3. Table tents (one for each participant to display their name and role on at each session)
4. Blue tack or masking tape to stick papers to the walls as necessary
5. Coloured markers and felt tips
6. Sticky notes (preferably in different colours)

Where possible, it will be ideal to have a laptop or notebook or tablet, and to hold the sessions at a venue with an overhead projector and whiteboard / screen as well as internet access (Wi-Fi).

PLEASE USE THIS SPACE TO INSERT YOUR NOTES:

Session 1: Starting Out

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead the session.
2. Complete the 'Teamwork Personality' Test yourself so you'll know what the participants will be doing in this session.
3. Prepare a 3-5 minute introduction about yourself to share with the participants.
4. Remember to take a few minutes in this session to decide the dates for all sessions with the participants. Ensure that they insert these dates into their Business diaries.

➤ Introductions:

○ Introducing Yourself

- Start by introducing yourself as the Mentor.
- Share your enthusiasm for the Social Start Ups training programme and for working with the participants over the next 7 sessions.
- If possible, share a positive and relevant experience you have had as a mentor.
- Share your interests, hobbies, and social enterprise / volunteering / EPG / Start Up / Mentoring experiences. You may choose to mention situations and guidelines that have helped you in your own career development / life.
- Finally, share your expectations of the participants and the Social Start Ups training programme.

USE THIS SPACE TO WRITE DOWN YOUR INTRODUCTION:

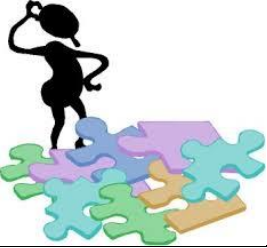


○ Participant Members Introduce Themselves

- Start by asking everyone to take 2 – 3 minutes to complete the following 14 questions making up the Teamwork Personality Test¹.

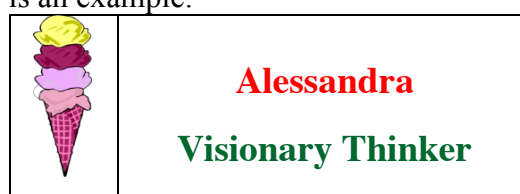
1. a) I am realistic about everything I do. b) I enjoy working in teams more than working on my own. c) I like change and variety.	2. a) I prefer logical thinking. b) I prefer working with new people. c) I prefer ideas to details.
3. a) I am interested in facts and figures. b) I am interested in people, their personalities and opinions. c) I am interested in creative thinking and the bigger picture.	4. a) My aim is to turn ideas into useful practice. b) My aim is to know how ideas affect the people involved. c) My aim is to create change.
5. a) Being straight to the point is the best approach. b) Considering other people and the way they feel is the best approach. c) Being innovative and thinking ‘outside the box’ is the best approach.	6. a) We should talk about things in a clear and practical way. b) We should talk about things in a personal and open way. c) We should talk about things in an abstract and conceptual way.
7. a) I am pragmatic in my approach. b) I am open about my emotions. c) I am adventurous.	8. a) I enjoy applying my talents to getting things done. b) I enjoy tasks that involve other people the most. c) I enjoy thinking deeply about a task before approaching it.
9. a) I like practical ideas. b) I am an open person. c) I enjoy designing new things.	10. a) I like science subjects more than arts subjects. b) I think about other people’s emotions when I am interacting with them. c) I am ambitious.
11. a) I like working with figures and numbers. b) I am a compassionate person. c) I often have innovative and creative ideas that no-one has thought of before.	12. a) I consider all the evidence before I make a decision. b) I am calm and tolerant when I work with other people. c) I like to think of unusual solutions to problems.
13. a) My favourite kind of work is factual and functional. b) I am very outspoken about my ideas. c) I am quick to spot new opportunities.	14. a) I am thorough in my approach. b) Being sociable is important to me. c) I understand the links between ideas.

¹ This Teamwork Personality Test was originally designed and developed by Haya Al-Dajani for the INJAZ Al-Arab Company Program (2015)


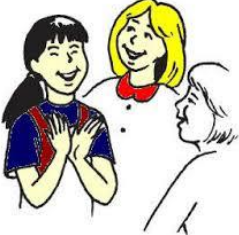
- Ask the participants to add up their A answers, B answers, and C answers and to write these totals down in their Diaries.
- Ask the participants with majority 'a' answers to sit together, those with majority 'b' answers to sit together and those with majority 'c' answers to sit together. This will show everyone how many of each personality type are in the team.
- Present the personality types as follows:

<p>Mostly A's: The Practical Doer</p> 	<p>These individuals are practical and get on with the work. They get things done. They like ideas that are based on real evidence and past experience, and focus on how such ideas can be useful when put into practice. They are careful and practical planners who are not so keen on finding creative or innovative solutions. They prefer the 'tried and tested' method and are very interested in facts and figures – hard evidence. They communicate in a concise way and are not overly concerned with the emotional or sentimental side of interactions in teams.</p>
<p>Mostly B's: The Sociable Talker</p> 	<p>These individuals are extremely sociable and gregarious extroverts, and tend to have a wide social network. They are energetic and enthusiastic when it comes to working with new people and because they find it very easy to speak up in groups, they can dominate group discussions. They are very concerned with creating harmony in a team, and are committed to empathising with the feelings and emotions of others. This can mean that they focus less on the practical side of implementing ideas, and neglect to consider hard facts and figures.</p>
<p>Mostly C's: The Visionary Thinker</p> 	<p>These individuals are addicted to big creative and innovative ideas and solutions to solving challenging problems. They enjoy a conceptual approach looking at the bigger picture and are always coming up with endless new ideas. They are concerned with the abstract, and are very committed to the ideas they believe in. They generally don't follow through on the implementation of their ideas, as they are already generating new ones! Often, they are caught up in ideation without sufficient concern for feasibility, implementation or the practical and management aspects.</p>

- Ask the participants to discuss to what extent they agree with their team personality type and why.
- Ask the participants to design a name tag or label that includes their name, their personality type and a picture of something that represents them. They should bring this name tag to every session. Here is an example:



- Give participants a few minutes to introduce themselves to each other by giving their name, their impression of their personality type, and a short explanation of why their chosen image represents them.
- Now explain that all personality types are important and necessary to have in the team as they complement each other, and collectively, they will strengthen the success of the social start up. Ask participants what they think are the potential strengths that each personality type can contribute to the social start up and EPG. Here are some suggestions to share with the participants:

<p>The Practical Doer</p> 	<ul style="list-style-type: none"> • Works efficiently and in a logical, organized, systematic way. • Thrives on calculations, accounting and preparing financial reports. • Prepares and implements organized systems, plans and processes. • Does market research & data analysis, & implements practical solutions. • Undertakes methodical and detailed research, design and development. • Will meet or exceed sales targets.
<p>The Sociable Talker</p> 	<ul style="list-style-type: none"> • Leads and delegates confidently and caringly. • Enthusiastic about pitching for investment. • Is sociable and outgoing and therefore, great with people and managing them. • Great at customer service, networking, social media. • Considers the usability and value of the product to customers and communicates the product well. • Convincing to customers and great at selling.
<p>The Visionary Thinker</p> 	<ul style="list-style-type: none"> • Sees the big picture and visualizes the opportunities and goals. • Uses creativity in crowd funding campaigns, seeking alternative ways of financing and investment. • Creative and innovative problem solving. • Designs creative and unusual advertising and marketing campaigns. • Designs creative and innovative product ideas. • Thinks of alternative selling outlets, concepts and strategies.

➤ Defining Social Enterprise

According to *Social Enterprise UK*:

1. Social Enterprises are “businesses that trade for a social or environmental purpose”. That is, “businesses with primarily social or environmental purposes whose profits are principally reinvested for that purpose into the business or into the community, rather than being driven by the need to maximise profit for shareholders and owners”.
2. “Social enterprises come in all sizes, from small community cafes to really big international organisations, but they’re usually started by a person or group with a particular passion and sense of purpose. They can emerge as businesses from groups that didn’t start out to create a business at all”.

A social enterprise does :	A social enterprise does NOT :
<ol style="list-style-type: none"> 1. Make its money from selling goods or services or both. 2. Cover its own costs in the long term, but like most businesses, it may need help to get started. 3. Put at least 50% of any profits towards addressing its social or environmental purpose. 4. Pay fair salaries to its staff 5. Have a clear social or environmental purpose or mission. 	<ol style="list-style-type: none"> 1. Exist to make profits for shareholders. 2. Exist to make its owners wealthy. 3. Rely on volunteering, grants or donations to sustain itself in the long term.

➤ Examples of social enterprises include:

➤ Ideation (Brainstorming)

Ideation (Brainstorming) is very important to the entrepreneurial process as it generates and develops more, and better, ideas than individuals thinking independently.

Ideation Principles:

1. Every member and all their ideas are valuable and should be treated equally.
2. All members' ideas should be respected and included in group discussions – the craziest idea could be the best idea!
3. Wild, crazy and original ideas should be encouraged!
4. More ideas mean more 'food for thought' – it's about quantity rather than quality at this stage!
5. Record all ideas
6. Build on each other's ideas to develop and strengthen them

At this stage in the session, it is important to discuss and then agree the overall members' area of interest, and the challenge, problem, or market gap that the EPG will address through their social start up:

Interests of the EPG
Challenges faced by the EPG
Problems the EPG is trying to address
Market Gaps – opportunities for the EPG
The Agreed Idea to pursue through the Social Start Up

➤ **Tasks for participants to complete before Session 2**

1. Research the agreed idea with other members of the EPG and other interested stakeholders and members in the network.
2. Collect any available and relevant data about the agreed idea.
3. Complete the business diary Session 1 section.

➤ **Evaluating Session 1**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Evaluation of Session 1 and Preparations for Session 2	
Date of session 1	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 2 and who by.	
Mentor Action points to be completed before session 2	
Any further comments?	
Mentor Signature and Date	

Session 2: Social Start Up Structure

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Do your own research about the idea agreed in Session 1 and share your results with the participants in this session.
3. Review the Teamwork Personality Types from Session 1 as these will be relevant in this session too.

➤ Beginning the Session

Ask participants to share and discuss the results of their research about their idea from Session 1, and explain that there will be time at the end of this session to finalize the idea.

➤ Structures, Roles and Responsibilities

EPGs Organisational structure: It is possible to identify three different types of organisation for EPGs as follows:

1. **The Informal:** here members choose not to formalize an agreement, and use a less strict and more flexible structure of organisation. This kind of EPG adopts **shared regulations/guidelines** that detail their activities and who carries them out, without any additional cost for the product purchase. This remains the most common type of EPG, especially amongst small EPGs with a small number of members.
2. **The Collaborative:** here, the EPG collaborates with other existing associations or cooperatives. To join the EPG, participants must also be members of the association, and all collective purchases are planned as goals of the association. The advantages of this type of organisation include the availability and use of the association's space and property, storage space for great quantities of goods, and the use of regular accounting services. Naturally, all these services imply additional costs, which are reflected in a markup on the products bought.
3. **The Association:** here, the EPG is more formally organised than the 2 previous types, but remains a non-profit organisation. As the EPG grows its membership and size, it can choose to become independent and branded to access funds and benefits allocated for associations. For example, acquiring municipal spaces. An Association requires registration and a memorandum highlighting the regulations of the association. Associations envisage collective purchase and all their income and expenditures is registered in the Association's name. Usually, members pay a share or annual fee for their membership as this helps to cover the costs and to sustain the Association. Adding a markup on the products bought is also common practice.

Once the EPG type is determined and agreed upon by the participants, it is important to also determine the participants' roles and responsibilities within the social start up. Ask participants to discuss the necessary roles and their associated responsibilities,

then list the anticipated roles and their responsibilities before inviting participants to volunteer for these roles:

Typical Roles Include:	Responsibilities
Accountant	Financial record keeping Updating team members on the start up's financial performance
Marketing Manager	Oversees, leads, monitors and evaluates the marketing plan, marketing budget, and marketing operations implemented by the team.
President	Oversees, leads, directs, monitors and evaluates all operations and the agreed stages of the social start up process. Works closely with the Vice President and all managers to make decisions on strategies and operations.
Production Manager	Oversees, leads, monitors and evaluates the production plan, production budget, design and production standards, and production operations, implemented by the team.
Public Relations Officer	Oversees, leads, directs, monitors and evaluates all public relations operations and networking activities of the team, throughout all agreed stages of the social start up process.
Purchasing Manager	Where relevant, oversees, leads, directs, monitors and evaluates all purchasing channels (producers). Works closely with the Production Manager to ensure producers comply with the social start up's design and production standards.
Secretary	Ensures that the agreed processes such as the consultative decision making principles are adhered to throughout the social start up process. Ensures that all team members complete their business diaries in a timely fashion. Ensures that the team is on schedule, sets up meetings, and records minutes and agreed actions and those responsible for completing them. Has a record of all team members' contact details (emails and telephone numbers) and their availability.
Treasurer	Is responsible for the social start up's cashflow, and works closely with the accountant to monitor the financial records and health of the social start up.
Vice President	Works closely with the President and all Managers to make decisions regarding strategy and operations. Supports the President and Managers in overseeing, leading, directing,

When participants are considering their roles in the social start up, remind them to think of their Teamwork Personality Type and how this suits the role

	monitoring and evaluating all operations and the agreed stages of the social start up process.
--	--

Clarifying the roles and responsibilities will help to determine the leadership structure and flow, as well as the lines of communication, policies, authority and responsibilities within the social start up. To enhance the participants' performance and their ability to work together effectively, you must ensure that all team members are familiar with the expectations of all roles and their responsibilities. Thus, it is important that all participants have a defined role and clear responsibilities to ensure they are included and valued in the social start up process. All roles are important as the social start up process is a team effort.

If more than one person volunteers for a role, then ask the candidates to give a 1- 2 minute presentation explaining why they should secure the role and then ask the participants to vote in a secret ballot. In case a decision cannot be reached, it will be the mentor's responsibility to decide.

➤ **Communication, Negotiation and Consultative Decision Making within the Social Start Up**

Throughout the Social Start Up process, participants will be making many important decisions within their EPG. The best approach to making decisions effectively and democratically is through consultation as this allows all participants to express their opinions or views openly, and for all the various views and opinions to be considered respectfully. Please remember to treat your mentees as you would like to be treated yourself.

Different opinions are valuable to consultation and decision making. Everyone's contributions must be respected, and all participants must be willing to listen and try to understand opposing opinions and ideas. Please share the Consultative Decision Making Principles as they appear in the box below, with your mentees and ensure that everyone is in agreement with them. However, do give participants the chance to revise these principles as the aim is to identify a Consultative Decision Making Protocol to be followed throughout the social start up process.

Consultative Decision Making Principles – please share these with the participants:

1. **Be respectful**– having a respectful and open attitude towards your colleagues will improve your ability to listen attentively, and to understand viewpoints that differ from your own. Being able to do that, means that you will be able to contribute constructively to the discussions.
2. **Pay attention**– make sure that you listen with respect and attention to your colleagues as they offer their views / opinions. You may not agree with what they say, but they may well raise valid and valuable points!
3. **Ask questions**– if you are unclear on a topic, or need further clarification, ask questions.

If you don't understand something, it's quite likely that someone else in the group doesn't either!

4. **Negotiate**— through negotiating you will identify colleagues who share your ideas, and others with whom you will disagree. The key is to listen respectfully and attentively to opposing views and ideas, and ask constructive questions that will help the team make a decision.
5. **Vote**— the very final stage of the consultation process is to vote. This allows each participant to express their view on the decision being discussed, by voting for or against it. It is best to conduct a secret ballot. The votes are then counted by the mentor, and the point that secures the most votes, wins! If a vote produces a tie, then the mentor will have the final casting (deciding) vote.



Once participants are all in agreement about their Consultative Decision Making protocol, do draft it on a large A3 paper, and have all participants sign and date it. It could be useful to bring this with you to every session to remind the participants of this protocol.

➤ **Concluding the Session**

Now that there is a structure in place with clear roles and responsibilities for all members, as well as a clear communication protocol, use the remaining time to finalize the participants chosen social start up idea by continuing the discussion of their research with which you began this session. Please ensure that all discussions respect the participants chosen communication protocol.

➤ **Tasks for participants to complete before Session 3**

1. Write up their role and allocated responsibilities.
2. Complete the business diary Session 2 section.

➤ **Evaluation of Session 2**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Evaluation of Session 2 and Preparations for Session 3	
Date of session 2	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 3 and who by.	
Mentor Action points to be completed before session 3	
Any further comments?	
Mentor Signature and Date	

Session 3: Marketing Planning and Implementation

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Do collect examples of effective logos, advertisements, facebook page, twitter feeds etc to share with the participants in this session.
3. There is a lot of content and action to get through in this session so you may need more than the recommended time allocation. Alternatively, you may want to split this session into two sessions, held closely together for example within the same week.
4. Ensure that participants understand that they need to begin actioning their marketing soon after this session.

➤ Beginning the Session

Explain to the participants that the purpose of this session is threefold:

1. Firstly, to stress the importance of marketing analysis, marketing planning and marketing implementation
2. Secondly, to identify the name, logo, vision, mission and values of the social start up.
3. Finally, to help the participants put together a marketing plan that they can action between now and the next session.

Ask participants to share and discuss their write ups of their role and allocated responsibilities, and ensure that everyone is in agreement about each other's roles and responsibilities.

➤ Marketing Analysis Tools

Explain the PESTLE and SWOT tools to the participants and ask them to complete these tools now.

PESTLE: The PESTLE analysis allows you to identify the political, economic, social, technological, legal and environmental factors that may affect your EPG and social start up now and in the future. It shows your understanding of the environment in which your social start up will operate, and how you plan to address these factors. By remaining aware of the trends and changes in the environment, your social start up can gain a competitive advantage.

PESTLE Analysis		
	Beneficial to the Start Up	Damaging to the Start Up
Political		
Economic		
Social		
Technological		
Legal		
Environmental		

SWOT: The SWOT analysis will enable you to identify the internal and external strengths, weaknesses, opportunities and threats that impact on the social start up. By identifying these, you can account for them in your social start up planning strategy and implementation.

SWOT Analysis	
Beneficial to the Start Up	Damaging to the Start Up
S TRENGTHS	W EAKNESSES
O PPORTUNITIES	T HREATS

➤ Social Start Up Identity

This begins with a name and logo which should be discussed and agreed upon before the next session:

1. **Name:** the social start up will carry this name for a very long time and possibly forever! Therefore, choose it wisely and make sure that it reflects the members, their shared vision, idea and future. Some examples of types of names include:
 - a. **Acronym:** an abbreviation of a phrase or title that reflect the company. Examples here include IBM and AOL
 - b. **Descriptive Name:** proper nouns that describe what the product / service is about or what it does
 - c. **Personal or Family Name:** in some cultures this is very popular. Examples include Ford and Koch.
 - d. **Senseless Name:** a made up word that has no meaning, but may be memorable. Examples include: Ebay, Google, and Skype
 - e. **Unrelated Name:** a real word that is not related to the product or service offered. Examples include: Apple, Amazon, and Lotus

The name you choose should be:

- Brief and catchy
 - Creative and new
 - Easy to remember
 - Easy to pronounce
 - Legal
 - National / international
 - The '.com', twitter handle and Facebook page should all be available for it
 - Timeless instead of trendy
 - Unambiguous on Google
2. **Logo:** as with the name, the logo will remain with the social start up possibly forever! Therefore, it needs to memorably and effectively visually represent the social start up itself, as reflected in the chosen name, its mission, its idea, and its vision of the future. You will need to ensure that the logo will look good in both colour and black and white, and that it can be easily be resized.
 3. **Values, Vision, and Mission:** Combined together, the values, vision, and mission drive the social start up and its operations. These must be agreed by all participants now and then clearly communicated to all stakeholders through the marketing and operations.

	Draft here the values, vision and mission for the Social Start Up
Values: underpin the social start up and guide its behaviour. These values should be made explicit in the start up's mission.	
Vision: this is what the social start up strives to achieve. It's about your dream of where you want to be in the future. The vision drives and guides the social start up by describing what it must achieve to be successful.	
Mission: in one or two sentences, the mission clearly communicates the values, purpose and service of the social start up. It is an precise statement of how the vision will be achieved.	

➤ **Developing an Effective Marketing Plan**

Explain to the participants that marketing is essential for success, and therefore, the rest of this session will be spent on designing the marketing plan. The marketing plan will be one of their most important strategies so make sure they develop it and implement it fully.

An effective marketing plan will help the social start up to:

1. attract many new and repeat customers
2. retain existing customers and encourage them to buy more from you on a regular basis
3. think about the sustainability of the social start up

Every marketing plan will be different depending on the start up and its team, its strategy and the environment in which it is operating. However, the key to marketing a social enterprise successfully in a given environment, is to implement a plan with one or more of the following strategies:

- Attracting more customers.
- Retaining customers.
- Increasing the average sale amount.
- Increasing the customers' quantities purchased and their frequency.

To make the marketing plan effective, it needs to be kept factual, clear and concise so that all participants can operationalise it well.

1. Defining the market

1. What is your market? Where is it?
2. Who are your target customers?

3. Will the customers **genuinely** need the proposed product or service? and what value do they place on your unique competitive offer?
4. Which segments (if any) in the market are currently under served? Who are they and why are they under-served?
5. Are the segments you are aiming at large enough?
6. How much competition is there in the market already?
7. Have you spotted any weaknesses in your competitors, and how can you capitalise on them?

2. Understanding the customers

- **Who** are the customers / clients?
- **What** do they need and / or **want**?
- **What** will motivate them to buy from your social start up rather than your competition?

To help the participants answer these questions and to know and understand their customers / clients thoroughly, ask them if their marketing plan addresses the following points:

1. How do your potential customers / clients usually buy products / services that are similar to the ones you are proposing?
2. What are the demographic characteristics (such as their age, ethnicity, gender, education level, occupation, income, marital status, number of children etc) of your potential customers / clients?
3. Within your target customer / client base, who will be i) the main buyer and, ii) the decision maker in the buying process? These may not always be the same person (husband or wife, child, purchasing agent, project manager, company director, secretary etc).
4. What are your target customers / clients behaviours and characteristics that will influence their decision to buy from you? For example, what information do they need to help them make a decision about buying from you, and where do they go to find this information – word of mouth, social media, television, newspapers, radio, etc
5. What are the emotional drivers that will encourage your potential customers / clients to buy from you?

3. Identifying the market niche

1. List the lifestyle characteristics of your customer / client group – be as detailed here as possible please!
2. Create a demographic profile including variables such as age, gender, occupation, income, marital status, education level, location etc, to help you define your target market.

Steps 1 and 2 above will help the participants to identify a market **niche** to work in. If they do not identify a market niche, they will struggle to have an effective social start-up that targets everyone!

Once the participants have completed steps 1 and 2 above, ask them to outline how they will

- i) identify and define their niche
- ii) narrow their market focus
- iii) target their market niche successfully.

In considering these points, the participants' product or service will be more desirable, and their brand will be adopted more rapidly.

4. Developing the marketing communications

Once the participants have identified their market niche they will need to focus on developing their marketing communications.

Ensure that their marketing communications:

- i) explain what their social start up offers
- ii) are effective for persuading people within their niche market to become their customers / clients.

There are generally two ways of communicating the marketing message so ask the participants to develop both:

1. Elevator pitch: short and to the point! This is a once-in-a-lifetime opportunity to attract customers / clients / investors / partners through a snappy 1 minute maximum pitch about what the social start up does.
2. the complete (long) marketing message: ask the participants to develop this type of message and identify all physical and virtual locations and channels where it can be used effectively to attract customers / clients / investors / partners. Ensure that their complete marketing message is compelling and persuasive and includes:
 - An explanation of their target customers' 'problem' or 'gap in the market'.
 - Proof that this problem or gap is critical and that it should be solved immediately.
 - An explanation of why they are the best for solving this problem or addressing this gap.
 - The benefits from using their social start up rather than the competition's.
 - Examples and testimonials of satisfied customers who have used the social start up.
 - An outline of the prices, payment and where relevant, membership terms.

5. Defining the marketing channels

Now that the marketing messages are complete, the participants will need to identify the methods and channels through which their potential customers / clients will receive these messages. These are known as the marketing channels. The best channels are the ones that reach most people in the identified niche, at the lowest possible cost.

Ask the participants to make a list of marketing channels that are readily available for them to use, and then ask them to rate how effective they will be in reaching their customers / clients. An example could be developing a brochure or website. Once they complete this table, help them to identify the marketing channels that they should focus on immediately – these should be the ones that score highly in terms of customer reach.

Marketing Channel	On a scale of 1 – 5, score how effective is this channel in reaching the customers / clients				
	Not at all 1	2	3	4	Great Extent 5

Do expand this table by including more marketing channels.

6. Choosing the route to market

The route/s to market is either through direct selling or through distributors. The route that will be adopted will largely depend on the product or service that they participants are selling, and the market niche they are trying to reach. Examples include direct selling to customers, internet sales, selling through an agent, contractor etc.

Ask the participants to list their chosen route/s to market and justify these choices:

- 1.
- 2.
- 3.

Now ask the participants to list their ‘back up’ alternative routes to market in case the initial routes do not yield the expected results:

- 1.
- 2.
- 3.

7. Setting the marketing budget and schedule

The marketing plan must include a realistic budget that accommodates all the planned marketing activity and a schedule for its implementation. Ask the participants to use exact costs / expenses but where this is not possible, realistic estimates will be acceptable.

The Marketing Plan Schedule will help the participants to develop and produce a schedule for implementing their effective marketing plan. When they complete it, they should be able to identify the required budget and compare it with their available marketing budget. Hopefully, the two figures will be closely aligned but if the cost is greater than the budget, they will have to be ready to make important decisions with their colleagues.

Ask the participants to ensure that the Marketing Plan Schedule identifies:

- Each planned specific marketing action.
- Participants' responsibilities for the completion of each of these marketing actions.
- A timescale for each activity. Remind them of the start and end date and identifying whether the activity is a one off or if it will be repeated. If it will be repeated, ask them to include the repetitions in their schedule.
- Key events and milestones during the year.
- When / if any additional or external expertise is needed, and where they will be accessed from – through the mentor, sponsor, network etc.
- Cost per marketing activity and total overall cost.



Marketing Plan Schedule for Implementing the Marketing Plan	Responsible Participant/s	Begin Date	End Date	Dates for Repeating Action	Additional Expertise Required	Additional Expertise Secured	Cost
1. Branding the social start up, product / service 2. Creating marketing communications messages: <ol style="list-style-type: none"> The elevator pitch The longer message 3. Identifying marketing channels 4. Creating a plan for each marketing channel 5. Setting up social media tools (if applicable); <ol style="list-style-type: none"> Facebook YouTube channel Twitter Linked In INSTAGRAM h. Include any others that are relevant to your social start up							
6. Setting up and attending networking meetings and events 7. Creating a website (if applicable) 8. Creating promotional print materials – posters, brochures etc 9. Writing press releases 10. Attending exhibits, trade shows and other events – list these in detail here 11. Identifying routes to market 12. Creating a plan for each identified route to market							
TOTAL COST							

Do expand this table by including more relevant activities.

➤ **Tasks for participants to complete before Session 4**

1. Complete the PESTLE and SWOT analyses if these were not completed during the session.
2. Finalize the social start up name and logo.
3. Finalize the values, vision and mission statements of the social start up.
4. Finalize the marketing plan and its costings.
5. Begin implementing the marketing plan.
6. Prepare a presentation on the marketing implementation to update the mentor in Session 4.

• **Evaluation of Session 3**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Reflections and Preparations for Session 4	
Date of session 3	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 4 and who by.	
Mentor Action points to be completed before session 4	
Any further comments?	Please ensure that you monitor and review the marketing planning and implementation regularly and at all meetings to evaluate how this is progressing with the participants.
Mentor Signature and Date	

Session 4: Sales, Finance and Pricing

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Prepare notes on what you expect the participants to have achieved since Session 3. This will help you to evaluate their marketing implementation since Session 3.
3. Some of the content in this session will be complex so you may wish to invite a guest speaker to give a presentation on finance documentation and calculations.
4. If you have access to a computer, try the EXCEL dynamic cashflow to see how it works, and adjust this to be relevant to your social start up.
5. Practise the financial tools and their examples to ensure you understand their logic, and so that you can illustrate these and discuss them clearly in the session.
6. Ensure that participants understand that they need to begin actioning their financial documentation soon after this session.

Changing the mindset from: *'asking for money'* to *'earning / making money'*

➤ Beginning the Session:

Explain to the participants that the purpose of this session is threefold:

- a. Firstly, to explore sales / membership planning
 - b. Secondly, to prepare the financial documentation required
 - c. Finally, to monitor and follow up on the social start up process and the participants' involvement
1. Ask participants to present to you an update about their marketing implementation since the last session.
 2. Provide feedback re the social start up name, logo, values, vision and mission.
 3. Provide feedback on the marketing materials and implementation.

➤ Sales / Membership Planning:

Please remember that sales' targets are critical to success. Therefore, ensure that your sales targets are measurable, realistic and specific. Most importantly, ensure that they are **SMART**. That is:

Specific **M**easurable **A**chievable **R**ealistic **T**ime-defined

As you'll see on the Sales Target Review table below, there is a variety of targets available however, not all of these will be relevant to your social start up. Therefore, choose the ones that are relevant, erase the rest, and include any others that are not currently included in the table. Completing the Sales Target Review table will help the participants to identify the targets and to track their performance towards achieving them.

For the next six months of the social start up process, ask the participants to insert the targeted number per sales target category at the beginning of the month on the table below. Follow this up at the end of the month with the actual number per target category. Remember, the Sales Target Review table below will not be fully completed until the end of the mentoring programme.

Sales Targets' Review

	Month 1		Month 2		Month 3	
	Target Number	Actual Number	Target Number	Actual Number	Target Number	Actual Number
1. Volume of sales per month						
2. Volume of new memberships per month						
3. Monthly Revenues						
4. Annual Revenues						
5. Profit targets per month						
6. Number of membership enquiries per month						
7. Number of sales enquiries per month						
8. Sales conversion rates per month						
9. Volume of generated website traffic per month						
10. Number of contracts won per month						
11. Number of Press releases and articles published per month						

Ask participants to add and delete items as relevant to their social start up

Cont'd / Sales Targets' Review

	Month 4		Month 5		Month 6	
	Target Number	Actual Number	Target Number	Actual Number	Target Number	Actual Number
1. Volume of sales per month						
2. Volume of new memberships per month						
3. Monthly Revenues						
4. Annual Revenues						
5. Profit targets per month						
6. Number of membership enquiries per month						
7. Number of sales enquiries per month						
8. Sales conversion rates per month						
9. Volume of generated website traffic per month						
10. Number of contracts won per month						
11. Number of Press releases and articles published per month						

Ask participants to add and delete items as relevant to their social start up

➤ **Finance:**

Financial reporting is crucial as it will:

- Measure the financial performance and establish future planning.
- Indicate the social start up's strengths and weaknesses so the participants can capitalise on the strengths and correct the weaknesses.
- Form the base on which the participants can forecast and monitor progress. Forecasting is critical as the cost of increasing sales will happen before they actually make the sales!
- Provide the performance information required by themembers and / or sponsors. The participants will have to demonstrate to them that their investment in the social start-up was a wise decision.
- Indicate how financially healthy thesocial start up is!

The most important financial tools are the Cash Flow, Cost Benefit Analysis, Break Even Analysis, Operational Gearing, and Pricing. These are presented in the rest of this section.

✓ **Cash Flow**

This is a record of all actual and forecasted costs, expenses and receipts. It is really important to begin with a Cash Flow statement that forecasts costs / expenses, receipts and income for the duration of the Social Start-Up Training Programme. Later in the programme, the participants can expand the Cash Flow statement to forecast the 12 months after the spin-off phase.

Encourage the participants to search for free dynamic and other Cash Flow templates on the internetso they can find one that suits the best. For convenience, an Excel dynamic cashflow template is available through this programme for the participants' use. When completing the Cash Flow forecast, please remind the participants to be as realistic as possible and consistently detailed. To begin with, ensure that theyinsert all known and regular payments (if any) such as monthly wages, rent, insurance etc over the next six months.

If there is a computer and overhead projector available, then please share the EXCEL Cashflow template with the participants now so they can start populating it.

Please ensure that you give a copy of the EXCEL file to the participants, especially those responsible for the social start up's financial planning and documentation.

- Cash Flow Forecast Template (available as EXCEL dynamic file)

SOCIAL START UPS DYNAMIC CASH FLOW STATEMENT													
	Sessi on 4	Sessi on 5	Sessi on 6	Sessi on 7	Month 4	Month 5 post training	Month 6 post training	Month 7 post training	Month 8 post training				
RECEIPTS													
Membership	0	0	0	0	0	0	0	0	0				
Product/Service Sales	0	0	0	0	0	0	0	0	0				
Sponsorship	0	0	0	0	0	0	0	0	0				
Add more items that are relevant to your social start up	0	0	0	0	0	0	0	0	0				
Other Revenue	0	0	0	0	0	0	0	0	0				
TOTAL RECEIPTS	0	0	0	0	0	0	0	0	0				
PAYMENTS:													
DIRECT COSTS													
Materials	0	0	0	0	0	0	0	0	0				
Stock	0	0	0	0	0	0	0	0	0				
Packaging	0	0	0	0	0	0	0	0	0				
Add items that are relevant to your social start up	0	0	0	0	0	0	0	0	0				
Add an item that is relevant to your social start up	0	0	0	0	0	0	0	0	0				
OVERHEADS													
Accounting	0	0	0	0	0	0	0	0	0				
Bank Fees	0	0	0	0	0	0	0	0	0				
Cleaning	0	0	0	0	0	0	0	0	0				

Add more relevant items and Delete items that are not relevant to the social start up

Keep adding columns to cover oncoming monthly intervals

Freight and postage	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marketing and advertising	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Power	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repairs and maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bonuses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stationery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subscriptions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Telephone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uniforms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Website hosting and maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Add items that are relevant to your social start up	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL CASH PAYMENTS																			
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CASH FLOW																			
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Opening Bank Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLOSING BANK BALANCE																			
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

• Important Cash Flow Rules

<ul style="list-style-type: none"> • Do keep Cash Flow budgets up to date • Do compare forecast against actual figures and monitor these results regularly • Do keep controlling costs while pursuing sales • Do check and monitor stock levels regularly • Do cost out the expense of securing new customers and / or members. That is, marketing costs. • Do focus on receiving payment for sales including memberships • Do avoid unnecessary or excessive expenditure • Do arrange further financing, before you will need it! 	<ul style="list-style-type: none"> • Don't assume payments will be received on time • Don't tie up excessive cash in working capital or unproductive areas • Don't overtrade by accepting orders you cannot finance
--	---

• Managing Cash Flow

Remind the participants to:

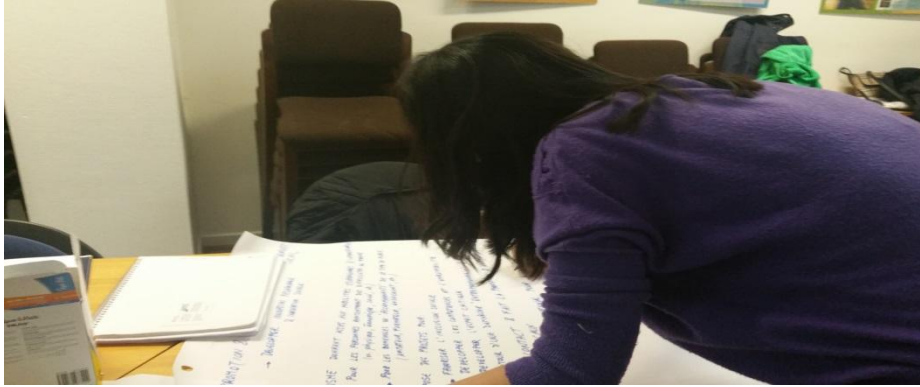
1. Populate, monitor and revise the Cash Flow template ahead of each session and report results to the mentor and participants at each session.
2. Identify possible **short-term fluctuations** and account for them as they may not show up in the weekly or monthly budgets.
3. Develop **warning processes** to identify where delays or unexpected changes could cause the social start up to run out of cash.
4. Be prepared to **trade off** profitability and/or other enterprise objectives when your Cash Flow position is, or may become, critical.
5. Minimise the amount of cash **owed to the social start up** by restricting credit periods or factoring debts; invoice promptly and follow up payments vigorously.
6. Generate income from short-term **sales** by offering incentives to bring forward purchases and discounts for cash payment.
7. Be prepared to **turn down orders** if you cannot finance them; negotiate deposits or stage payments for large orders and long-term contracts.
8. Cut **unnecessary costs** and shop around for competitive prices; negotiate generous payment periods and short delivery lead-times.
9. Use a **stock control** system to minimise cash tied up in stock.
10. Assess the Cash Flow position before committing to any **new expenditure** or increases in overheads; consider using leasing to finance assets.

11. Arrange **additional financing** before it is needed; for example, seek equity investment through increased memberships if Cash Flow will not safely cover payments.
12. If necessary, **sell** unproductive assets and discontinue product lines with negative Cash Flow.

- **The Benefits of a Cash Flow Forecast**

Ensure participants are aware of these:

1. Knowing the available budget
2. Planning ahead for the social start up activities
3. Seeing every planned action and transaction. That is, all cash movements in and out of the social start up
4. Providing early warning indicators and serves as a guide to liquidity (cash and assets)
5. Identifying all payments and receipts for a specified period
6. Identifying the opening cash position and net cash position at any point. Please explain that the closing cash position will result from the opening cash position plus the net cash flow position for the period.
7. Identifying responses to respective short or long term positions.
8. Analysing the Cash Flow to identify some critical warning signs to address as quickly as possible. These include but are not limited to:
 - a. Decreased profits despite increased sales
 - b. Declining gross profit
 - c. Consistent decreased Cash Flow
 - d. Reduced market share
 - e. Reduced or increased sales or memberships
 - f. Increased interest payments which outweigh the increase in sales
 - g. Increased overheads
 - h. Not meeting sales forecast on Cash Flow forecast repeatedly



✓ Cost Benefit Analysis

This analysis allows the participants to look at the expected costs of an item against its expected benefits, to determine the best and / or most profitable course of action. Please explain this to the participants through the following example.

Example: A Cost Benefit Analysis for Purchasing a New Computer System for the Social Start Up

A new computer system will cost the following:	The benefits of the new computer system will be:
<ul style="list-style-type: none"> ✓ Equipment ✓ Training ✓ Time (training, transfer from one system to another, adjustment to the new system, etc) ✓ Loss of marketing and sales focus while developing and transferring to the new system Total = Euro 10,000	<ul style="list-style-type: none"> ✓ Improved customer service ✓ Ability to undertake internet based marketing and sales ✓ Improved sales management ✓ More effective web-based presence ✓ Increased efficiency Total = Euro 18,000
$10,000 / 18,000 = 0.555$ of the benefits	
This means that it will take less than a year to recuperate the full cost of the new computer system if it is bought, as these costs make up 55% of the benefits.	

Do take time now for the participants to consider and discuss such purchases for the social start up.

✓ Break Even Analysis

This allows the participants to identify the Break Even point when **Sales / Membership = Costs**. Therefore, it is an indication of the volume of sales and membership they will need to achieve to cover the costs of the social start up.

To determine the Breakeven Point, they will need to have:

1. all the fixed costs and,
2. the variable cost of producing one item

Once they have these figures, they can calculate the Break Even point. The best way to demonstrate how you calculate the Break Even point to the participants is through the following example.

Example: Calculation of the Break Even Point

<p>1. Total for Fixed Costs:</p> <p>Euro1,500 a month</p> <p>(includes rent, insurance, office equipment etc)</p>	
<p>2. Variable cost of producing one can of drink:</p> <p>10 cents (that is Euro 0.10)</p>	
<p>3. Selling price to the customer / member:</p> <p>25 cents (that is Euro 0.25)</p>	
<p>4. Contribution of each product to the fixed costs:</p> <p>Sales price – variable cost</p>	<p>Therefore the contribution from each can sold is: $25c - 10c = 15c$ (Euro 0.15)</p>
<p>5. Break Even point:</p> <p>Fixed Costs / Contribution</p>	<p>Therefore to calculate how many cans need to be sold to break even and cover all costs: $1,500 / 0.15 = 10,000$ cans</p>
<p>Thus, 10,000 cans need to be sold to break even and cover all costs. Any cans sold over and above the 10,000 can will make a unit contribution to the profits of the social start up.</p> <p>If this sales amount is feasible, then there is a sales target to work towards. However, if it is not feasible, the participants should consider:</p> <ol style="list-style-type: none"> 1. Increasing or decreasing the sales price 2. Identifying areas where they can make changes to fixed and/or variable costs 	

Participants, especially those responsible for the financial documentation and planning of the social start up, should now work on identifying the break-even point for their social start up. Clearly, the variable and fixed costs need to be identified first! This exercise should now lead to a discussion of the break-even's feasibility, what changes need to be instilled in the variable and fixed costs etc.

✓ Operational Gearing²

- Operational gearing is the effect of **fixed costs** on the relationship between sales and **operating profits**. If there is no operational gearing, then operating profit would rise at the same rate as sales growth (assuming nothing else changed).
- Operational gearing is simple and important - and often neglected.
- High fixed costs increase operational gearing.

Consider the following example:

	1. Two enterprises with different cost structures but the same profits		2. Now suppose they both increase their sales by 50%	
	Enterprise A	Enterprise B	Enterprise A	Enterprise B
Sales	1,000,000	1,000,000	1,500,000	1,500,000
Variable Costs	700,000	800,000	(700,000 + 350,000) 1,050,000	(800,000 + 400,000) 1,200,000
Fixed Costs	200,000	100,000	200,000	100,000
Operating profit	100,000	100,000	250,000	200,000

As Enterprise A has higher operational gearing, it makes 2.5× as much profit as it did before the 50% increase in sales, whereas Enterprise B has only doubled its profits.

If you have time in the session, this could be a good exercise for participants to experiment with as it will contribute to sales / membership planning of the social start up and the potential profitability for it and its members.

If there is no time in the session, then do ask the Finance Team to work on this before the next Session.

² This section is adapted from http://moneyterms.co.uk/operational_gearing/

✓ Pricing

Choosing a pricing strategy is a very important next step. This is relevant to pricing the membership fee (where relevant) as well as the prices for any products or packages sold. Here are the common pricing strategies to help the participants select the one that is most suitable for their social start up.

Pricing Strategy	Description
Cost plus Pricing	Setting a price by adding a fixed amount or percentage to the cost of making the product or service.
Penetration Pricing	Setting a very low price to gain as many sales as possible. Although this may not cover the costs, it can help to obtain a significant market share.
Target Profit Pricing	A specific profit is required and the product priced accordingly using the following equation: $\text{Target profit price} = \frac{\text{Fixed Costs} + \text{Target Profit} + \text{Variable Costs per Unit}}{\text{Sales Volumes in Units}}$
Price Skimming	Setting a high price before other competitors come into the market.
Predatory Pricing	Setting a very low price to knock out all other competition.
Competitor Pricing	Setting a price similar to competitors' existing prices.
Price Discrimination	Setting different prices for the same good, but to different markets e.g. peak and off peak mobile phone calls to stimulate demand.

Give the participants time to discuss the various pricing strategies, and then insert here the pricing strategy they agree upon:

Now give the participants time to work with a few pricing scenarios. Ideally, they will need to identify a range of possible prices to reflect:

1. Best case scenario
2. Average case scenario
3. Worst case scenario

All 3 scenarios however must account for the break-even point

- **Good Financing Practices to Consider**

Please share these with the participants:

1. Issue invoices promptly and follow them up if / when they are overdue.
2. Offer a discount for prompt payment (possibly within 7 days).
3. Consider charging interest for late payments.
4. Set and monitor performance indicators (sales per month, for example) and recognise when Cash Flow might fall below your projected budget.
5. Consider hire-purchase or leasing as these may be a better option.
6. Make sure supplier invoices are accurate and if needed negotiate longer payment periods or discounts.
7. Monitor your stock effectively. Don't tie your cash up in unsold products. Establish an efficient turnover of stock that frees up cash but is flexible enough to meet demand.
8. Create a balance sheet to present at every training session. Each balance sheet should reflect the interval between two mentoring sessions. For example, at Session 5, present a balance sheet that reflects the period between Session 4 and 5. The balance sheet should identify the expenses (how the funds have been used), and the sources from which these funds were used.

➤ **Tasks for participants to complete before Session 5**

1. Continue with the marketing materials, marketing plan and marketing the social start up.
2. Work on the Cashflow Template
2. Complete the Financial Tools: cost benefit analysis, break even analysis, operational gearing, pricing.
3. Prepare a presentation on your financial planning and documents to update the mentor in Session 5.

- **Evaluation of Session 4**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Reflections and Preparations for Session 5	
Date of session 4	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 5 and who by.	
Mentor Action points to be completed before session 5	
Any further comments?	
Mentor Signature and Date	

Session 5: Production

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Prepare notes on what you expect the participants to have achieved since Session 4. This will help you to evaluate their financial documents and their marketing implementation since Session 4.
3. Depending on the type of production that your social start up is focusing on, you may wish to invite a guest speaker to give a presentation about similar modes of production or best practices.
4. Ensure that participants understand that they need to begin production soon after this session.

➤ Beginning the Session:

Explain to the participants that the purpose of this session is threefold:

- a. Firstly, to explore production planning and implementation
 - b. Secondly, to review the financial documentation from the previous session
 - c. Finally, to monitor and follow up on the social start up process and the participants' involvement
1. Explain to the participants that they have passed the half way mark of the programme so this is a good time to reflect on what has been achieved so far and what has yet to be done.
 2. Ask participants to present to you an update about their financial planning and marketing implementation since the last session.
 3. Provide feedback re the financials and the marketing implementation.

➤ Product Design:

Explain to the participants, that when designing the product, it is important to be clear about its specifications and which ones are essential and must be prioritized. Without these specifications, the product will not work.

After identifying the essential product specifications, the participants should consider and list the additional optional specifications. These can be included, but are not essential. With all these specifications clear and listed, the participants will have a clear, shared vision of their product.

Give participants time to discuss and agree the product aspects and to complete this table in their business diaries:

	Essential	Optional
a. Functional Design Aspects	<ul style="list-style-type: none"> • Aims of the products • Ways in which the product works • Target Market • Safety (food and packaging) • Kind of wrapping containing the product • Basic use information to give to the consumers 	<ul style="list-style-type: none"> • Age of consumers • Specific skills and/or restrictions use of the product • Typology of final consumers • One or multiple eating use • Advanced use information to give to consumers • Valorisation of the product through certification
b. All specific legal requirements	<ul style="list-style-type: none"> • Implementing regulations provided by Regulation (EC) N. 178/2002 (general principles and requirements of food law), in particular by Regulation (EC) N. 852/2004 on hygiene of foodstuffs. • REGULATION (EU) N. 1169/2011 of the European Parliament and European Council of 25 October 2011 on the provision of food information to consumers, amending Regulations (EC) N. 1924/2006 and (EC) N. 1925/2006 of the European Parliament and European Council, and repealing Commission Directive 87/250/EEC, Council Directive 90/496/EEC, Commission Directive 1999/10/EC, Directive 2000/13/EC of the European Parliament and European Council, Commission Directives 2002/67/EC and 2008/5/EC and Commission Regulation (EC) N. 608/2004. 	

- a. **Functional Design Aspects:** Ask participants how the product will actually be used. That is, what function will it have??? To define the function design aspects, the participants need to answer the following questions about their product / service:

1. What is the aim of the product / service?
2. What are the ways in which it functions / works?
3. Can anyone and everyone use it easily or will they need specific skills / appetites to do so?
4. What is the target market? What will they do with the product / service and how will they use it?
5. What is unique about the product / service? Is this clear or does it require a complicated process and detailed instructions?
6. How will the user know the product / service is of the expected quality?
7. How can it be 'fixed' if needed?
8. Is this product / service a one-off purchase or is the user likely to buy it more than once, and repeat the purchase often?

- b. **Specific Legal Requirements:** Ask participants to discuss and list the specific legal requirements for their product / service and its design and production where relevant.

Once this is done, the participants should discuss their compliance with these legal requirements, the cost and feasibility of doing so. The outcomes of this discussion should be fed back into the marketing planning and financial planning of the social start up.

➤ **Production Standards and Expectations:**

Points to be considered, discussed and agreed by the participants now include the following. Ensure that participants complete this table in their Business Diaries now:

Standard / Expectation	Agreed Points	Agreed Actions
Quality of the product / service		
Quality control		
Producer selection		
Packaging		
Storage		
Distribution		
Efficiency in production processes		
Health and safety		
Certification		

➤ **Food Safety, Hygiene, Quality and Certification:**

1. Food Safety

If your social enterprise deals with food products you must:

- a) ensure that the food product is safe to eat;
- b) ensure that you don't add, remove or treat the food product in a way that makes it harmful to consume;
- c) ensure that the food product is of the quality that you have stated;
- d) ensure that you don't mislead consumers by the way the food product is labeled, advertised or marketed;
- e) ensure traceability of the food product by keeping records on where you source the food product from and show this information when required;
- f) withdraw unsafe food products and complete an incident report;
- g) explain why the food product has been withdrawn or recalled, for example through a leaflet or poster, or through social media channels;
- h) display your food hygiene rating (if you sell food products directly to the public);

If are used additives in the food products, you must:

- i) only use approved ones;
- j) only use them if they are approved for use in the specific food product;
- k) ensure that the food additive doesn't exceed the maximum permitted level.

2. Food Hygiene

Part of complying with food safety is managing food hygiene. This can be done through a *Hazard Analysis and Critical Control Point (HACCP) Plan*. This is a requirement for any organization handling and selling food, and keeps the food safe from biological, chemical and physical safety hazards.

Food Contact Materials

Materials and packaging that can be reasonably expected to come into contact with food are called 'food contact materials'. These include:

- packaging;
- food processing equipment;
- cookware;
- work surfaces.

To keep the food products safe for consumption:

- make sure that food contact materials don't transfer anything to the food they touch;
- make sure that food contact materials don't change the food they touch;

- when inspected, be able to show where the food contact materials came from.

Bacteria and food poisoning

To keep food safe from bacteria, you should follow the HACCP plan. Bacteria that cause serious health problems are:

- E.coli O157 and campylobacter;
- Salmonella, especially with the storage and handling of eggs.

Food hygiene training

Employers are responsible for staff hygiene training. It can be either a formal training programme or an informal one. For example, on the job training or self study.

Food allergies

If you are a food retailer or caterer, you need to manage food allergies when preparing and selling food.

Food inspections

You can be inspected by specific national authorities according to national or international laws/directives/regulations at any point in the food production and distribution process.

3. Food Quality

Food quality represents the internal (e.g. chemical, physical, microbial) and external (e.g. appearance, texture and flavor) characteristics of food that are acceptable to consumers. Food quality is an important food manufacturing requirement, because food consumers are susceptible to any form of contamination that may occur during the manufacturing process. Besides ingredient quality, there are also sanitation requirements. Food quality also deals with product traceability, e.g. ingredients and packaging suppliers, should a recall of the product be required. It also deals with labelling issues to ensure there is correct ingredient and nutritional information.

One of the most important aspects that underline food quality is its recognition amongst stakeholders. The recognition mentioned is due to norms that describe the food product; these norms are used as standard references in product certification processes by independent Certification Bodies.

4. Certification

At its simplest, *conformity assessment* means checking that products, materials, services, systems or people measure up to the specifications of a relevant standard. For example, a customer may check that the product ordered from a supplier meets the purpose for which it is required. One of the most efficient ways to do this is when the specifications of the product have been defined in an International Standard. That way, both supplier and customer are on the same wavelength, even if they are based in different countries, because they are both using the same references.

The Importance of Product Certification

Today, many products require testing for conformance with specifications or compliance with safety or other regulations before they are put in the market. Even simple products may require supporting technical documentation that includes test data. It isn't always practical for these activities to be carried out by suppliers and customers, and so often specialized third parties get involved. In addition, national legislation may require such testing to be carried out by independent bodies, particularly when the products have health or environmental implications. In fact, conformity assessment has become an important component of world trade and it's often carried out by specialist organizations, such as inspection and certification bodies and testing laboratories.

Objectives of Product Certification:

1. to address the needs of consumers, users and, more generally, all interested parties by giving confidence regarding fulfilment of specified requirements.
2. to allow suppliers to demonstrate to the market that their products have been attested to fulfil specified requirements by an impartial third party body.
3. to provide confidence for those who have an interest in fulfilment of requirements, and sufficient value so that suppliers can effectively market products.

Schemes of Product Certification

Certification schemes for agricultural and food products provide assurance (through a certification mechanism) that certain characteristics or attributes of the product or its production method or system, laid down in specifications, have been observed. They cover a wide range of different initiatives that work at different stages of the food supply chain (pre- or post-farm gate; covering all or part of the food supply chain; affecting all sectors or just one market segment, etc). They can operate at the business-to-business (B2B) level where the supermarket or processing business is the intended final recipient of the information, or at a business-to-consumer (B2C) level. They can use logos although many, especially the B2B schemes, don't do it.

The development of certification schemes is driven mainly by factors such as social demands for certain characteristics of the product or its production process on one hand (mostly for B2C schemes), and operators' desire to ensure that their suppliers meet specified requirements, on the other hand (mostly for B2B schemes). In the area of food safety, Regulation (EC) N. 178/2002 (laying down general principles and requirements of food law) puts the primary responsibility for ensuring that food and feed satisfying the requirements of food law and verifying that such requirements are met, on the level of food and feed business operators. Large players in the food supply chain often rely on certification schemes in order to satisfy themselves that a product meets the requirements and to protect their reputation and liability in the event of a food safety incident.

Private certification isn't needed to show compliance with legal requirements. Any private certification scheme for the agricultural and food sector must remain voluntary. Where operators employ certification of compliance with basic requirements in order to facilitate transactions with other actors along the food chain, it should be clear that this practice cannot be used to differentiate products in the market.

Certification schemes have benefits:

- to intermediate actors in the food supply chain, by assuring standards and thereby protecting liability and reputation for product and label claims;
- to producers, by increasing market access, market share and product margins for certified products and also, potentially, by increasing efficiency and reducing transaction costs;
- to consumers, by providing reliable and trustworthy information on product and process attributes.

PDO/PGI/Organic labels represent a little sample of product certification schemes. Other opportunities are represented by IFS, BRC, Traceability (ISO 22005) and voluntary schemes to build according to the needs of the stakeholders.

➤ **Tasks for participants to complete before Session 6**

1. Continue with the marketing materials, marketing plan and marketing the social start up.
2. Continue populating the Cashflow Template and finalizing the Financial Tools
4. Complete the Financial Tools: cost benefit analysis, break even analysis, operational gearing, pricing.
5. Finalize the production plan and implement it.
6. Prepare a presentation on the production plan and its implementation to update the mentor in Session 6.

• **Evaluation of Session 5**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?

3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Reflections and Preparations for Session 6	
Date of session 5	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 6 and who by.	
Mentor Action points to be completed before session 6	
Any further comments?	
Mentor Signature and Date	

Session 6: Sales Operationalisation

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Prepare notes on what you expect the participants to have achieved since Session 5. This will help you to evaluate their production plan and its implementation, their financial documents and marketing implementation thus far.
3. In this session, participants will need information they agreed when preparing the marketing plan, the decisions made about sales in the marketing plan, and the forecasts agreed in the Marketing Plan. Therefore, please collate this information and note it down here so you have it ready for this session:
 - a. agreed route/s to market:
 - b. agreed back-up alternative routes to market:
 - c. profile of the market niche they are trying to reach:
 - d. monthly sales and marketing targets:
4. Ensure that participants understand that they need to operationalise their sales soon after this session.

➤ Beginning the Session:

Explain to the participants that the purpose of this session is threefold:

- a. Firstly, to explore sales operationalisation
 - b. Secondly, to review their performance thus far
 - c. Finally, to monitor and follow up on the social start up process and the participants' involvement
1. Explain to the participants that they are almost at the end of the Social Start Ups programme, so their start up should be well into its operationalisationhopefully you and the participants will agree that there is less to do now than there was before, and that the participants are feeling confident about continuing to manage their social start up after the end of this programme.
 2. Ask participants to present to you an update about their production planning and marketing implementation since the last session.

3. Provide feedback re the team's performance to date.


- **Reviewing Marketing and Sales Targets**

Give participants time to discuss and review the following and to note down the agreed changes (if any) in their business diaries:

	Agreed Changes / Revisions	Agreed Actions
Agreed route/s to market:		
Agreed back-up alternative routes to market:		
Profile of the market niche they are trying to reach:		
Monthly marketing targets		
Monthly sales targets		

- **Sales Planning**

Now that the marketing and sales targets have been reviewed and agreed alongside the routes to market, participants will need a sales action plan for **each** route to market to help them meet the respective targets. Ensure that this plan is realistic and detailed so that participants can begin implementing it and selling immediately.

Sales Action Plan: this needs to be completed for each identified and agreed Route to Market	Responsibility of (insert names)	Date Began	Date Completed	
Insert Identified Route to Market here				
List the required step by step actions in this column and add further steps as required.				
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

• **Direct Selling: Points to Consider**

If participants have decided on direct selling as a route to market, please ask them to consider these points:

- Is this a suitable route to market if the social start up needs a small number of customers / members only.
- Is it ideal for a business to business model, for delivering professional and / or specialised services.
- If customer feedback is important for the social start up, then direct selling allows you to obtain it relatively easily.
- Selling direct facilitates selling 'extras' with the main product or service being sold.
- If you are not comfortable with negotiating prices and costs up or down, then direct selling will be challenging but will improve with practice!

• **Using Distributors: Points to Consider**

Using distributors will become a necessity as the social start up and sales grow beyond the potential of direct selling.

Please remind the participants that their distributors impact upon the quality and reputation of the social start up so they need to be managed well. That is:

- agree the sales targets ahead of time and incentivise the distributors for exceeding the targets.
- ensure that the distributors are as knowledgeable about the product / service as the participants are. If they are excited about the product / service, they will sell more of it!
- Participants should meet with the distributors regularly (once every two weeks, to begin with and as the relationship becomes established this can become monthly or quarterly meetings) to review sales.

• Sales Tips for the Participants

- Practising and using the elevator pitch to explain the social start up
- Dressing in a way that reflects the ethos, values, vision and mission of the social start up as you are representing the social start up and its members.
- Speaking confidently about the social start up and its achievements.
- Speaking naturally, spontaneously, and effectively without having to use notes.
- Being creative and excited about the social start up and the product
- Sharing real customer / member stories, feedback and testimonials
- Telling the story of the social start up in an engaging way so that your potential customers / members are left wanting to know more.
- Using Social Media and a website
- Using print marketing and designing creative posters, flyers, brochures.
- Inviting everyone supporting the social start up and the EPG to stalls, fairs, food markets, exhibits, special events etc. Surrounding themselves with supporters will give the participants' stall a real positive buzz which will attract others to it.
- Making the stall or stand eye grabbing and noticeable to draw in potential customers. Recruit an artistic team member to work on a design for the way the stall will look.
- Having a selection of the products to trial and sell and to run regular demonstrations / tasters showing the product.
- Offering memorable give-aways such as coasters, magnets or pens to those who visit the stall and whether they buy or not.
- Giving out business cards or brochures and inviting potential customers / members to get in touch when they would like to make another purchase or have any questions or need any more information about the product / service and social start up.
- Maintaining excellent customer service at all times
- Being convincing and confident but not pushy at all times.

Do some 3 minute role plays in the training session by asking participants to volunteer to be the seller and the potential customer / member. Ask all other participants to observe and feedback their comments on what worked well and what can be improved, and how.

➤ Ongoing Sales Planning:

Please share these guidelines with the participants and remind them to read them in their Business Diaries:

- Please make the effort to study the detail around your routes to market and sales targets and your overall marketing and sales budget.
- Please ensure that you monitor and review the progress of your sales plan on a **regular basis** with your team members and mentor.
- Make sure that you consider possible unexpected scenarios. For example a delay in production, cancellation of an order or dissatisfied customers / clients etc.
- You **must** consider the management of the overall sales plan.
- Decide how you will monitor and interpret the sales targets' review results and think about how you will adjust the plan or introduce new measures as you progress your business activity.
- Explain to the participants that they should complete this tool on a weekly basis between now and Session 7, to help them keep track of their progress:

Insert Date	
Marketing Evaluation	Sales Evaluation
List what is working well: 1. 2. 3. 4. 5.	List what is working well: 1. 2. 3. 4. 5.
List the areas where further planning and / or assistance is required 1. 2. 3. 4. 5.	List the areas where further planning and / or assistance is required 1. 2. 3. 4. 5.
How satisfied are you with the marketing of the social start up so far? <div style="display: flex; justify-content: space-between; align-items: center;"> Not at all 2 3 4 Greatly </div> <div style="display: flex; justify-content: space-between; align-items: center;"> satisfied satisfied </div> <div style="display: flex; justify-content: space-between; align-items: center;"> 1 5 </div>	How satisfied are you with the sales so far? <div style="display: flex; justify-content: space-between; align-items: center;"> Not at all 2 3 4 Greatly </div> <div style="display: flex; justify-content: space-between; align-items: center;"> satisfied satisfied </div> <div style="display: flex; justify-content: space-between; align-items: center;"> 1 5 </div>

➤ **Tasks for participants to complete before Session 7**

1. Sales, sales, sales.
2. Continue with the marketing.
3. Update the Cashflow Template.
4. Continue production.
5. Prepare a presentation on the sales plan and its implementation to update the mentor in Session 7.

• **Evaluation of Session 6**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

Mentor's Reflections and Preparations for Session 7	
Date of session 6	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed before session 7 and who by.	
Mentor Action points to be completed before session 7	
Any further comments?	
Mentor Signature and Date	

Session 7: Consolidation and Future Planning

➤ Preparations for the Mentor:

1. Read this session and draft a plan so you know how to lead it.
2. Prepare notes on what you expect the participants to have achieved since Session 6. This will help you to evaluate their sales performance since Session 6.
3. Ensure that participants understand that although this is the last training session, they need to continue their social start-up operations after this session.

➤ Beginning the Session:

Start this session by congratulating the participants on arriving at the end of the Social Start Ups training programme, and assure them that you are as excited as they are about their social start up spinning off, developing and growing into the future.

Explain to the participants that the purpose of this session is threefold:

- a. Firstly, to review their performance thus far
 - b. Secondly, to plan for the future beyond the Social Start Up Programme
 - c. Finally, to spin out of the Social Start Up Programme and continue the process of sustainable development and growth.
1. Ask participants to present to you an update about their sales, production and marketing operations since the last session.
 2. Provide feedback re the team's performance to date.

➤ Current Position:

Give participants time to discuss the current position of the social start up and where they want to be in 12 months' time by completing this tool:

Final Performance Review	Where we are now	Where we want to be in 12 months' time
a. Turnover		
b. Sales / Membership		
c. Profit		
d. No. of employees		
e. No. of volunteers		
f. No. of existing members		
g. No. of business partners		
h. No. of Bank loans		
i. No. of Donors		
j. International Operations		

➤ Future Planning:

The purpose of future planning is to brainstorm the oncoming 12 months. The 'Coaching Wheel' tool is provided for this purpose and to help identify where the social start up is right now, and where the participants want it to be in 12 months' time.

The Coaching Wheel should be completed collectively by all participants as the focus is on the social start up rather than the individual participants.

Ask participants to consider each segment of the coaching wheel as a scale of 1 – 10 where 10 is 'optimum performance' and 1 is 'disappointing performance'. To give you an example, the scale has been inserted into the Business Planning Segment. Therefore as a group, the participants should ask themselves; 'where are we with business planning'? If they are satisfied that they are managing their plans well and keeping up with them, then they should shade the Business Planning segment to 8.

Repeat the 'where are we at' question for each of the segments, and continue shading each segment according to performance. Once completed, the Coaching Wheel will show the **current** performance level for each segment and how each segment compares with the other. Through this visualisation, participants will identify which areas are working best and which ones require attention, change and action so that they can reach their aims in 12 months' time.



Following the completion of the Coaching Wheel discussion, participants should collectively complete the following table to plan and determine the necessary actions per segment that must take place over the coming 12 months. For each segment they should ask themselves, ‘what actions do we need to take to achieve optimum performance in 12 months’ time?’

12 Month Action Plan

Focus	Priority Action / s	Action Points over the next 12 months
1. Team Dynamics		
2. Team Management		
3. Business Planning		
4. Finance		
5. Sales / Membership		
6. Marketing		
7. Networking		
8. Product / Service		
9. Motivation		

Do add other variables that are relevant to your 12 month business planning

Ask participants to prioritize at least one action per segment and to insert this in the 'Priority' Column. While the focus is on planning for 12 months from now, the Coaching Wheel and Action Plan can be used to chart plans for 3, 5 or 10 years from now too. This can be done by simply following the same steps but considering an action plan for the required period rather than 12 months.

- **Evaluation of Session 7**

Please give the participants a couple of minutes to complete the checklist individually in their business diaries. When they have completed this, discuss the following points:

1. What they learnt from this session?
2. What worked well in this session?
3. What did not work well in this session and their suggestions for overcoming this in future sessions?

Please record the participants' answers here so you can use this data to monitor and evaluate the participants' progress.

➤ **Spinning Out of the Social Start Ups Programme**

This will be conducted through an Exit Interview to:

1. identify the participants' readiness for progressing the social start-up unaided,
2. assess the viability of the social start up
3. evaluate the participants' learning, presentation and pitching skills.

The Exit Interview will be conducted by the Mentor

Ask the participants the following questions and gather their feedback here:

1. What worked well on the Social Start-Up Programme and what did not for your team?
2. What are your immediate future plans for the social start up?
3. What are your long term future plans for the social start up?
4. What areas do you feel you still require further support and training? Do you know where you can access this support and training?
5. How confident are you in progressing your social start up independently of the Social Start-Up programme?

Please record the participants' answers here so you can use this data to monitor and evaluate the Social Start Ups Training Programme.

Mentor's Reflections for Session 7	
Date of session 7	
Venue for the session	
What were the positive outcomes from this session?	
What areas require further work?	
Participants Action points to be completed following the completion of Session 7	
Any Mentor Action points to be completed after Session 7	
Any further comments?	
Mentor Signature and Date	

b. Self Assessment Tool (Business Diary)

➤ About this Business Diary ...

This Business Diary is a learning and reflective tool to help you chart your team's progress in starting up a social enterprise. Ideally, this will be used in conjunction with a mentor led social start up training programme, but it can also be used on its own. The Business Diary guides you and your team members through seven sequential training sessions, and provides introductory content, planning and reflection tools to support your social enterprise start up process. We recommend that you read through the whole Business Diary before you embark on the Social Start Up journey so you are aware of the process and its end point from the start. This will allow you to effectively manage your expectations.

As the Social Start Up Project was focused upon EPGs operating within the agri-food sector, this Business Diary includes an informative section entitled *Food Safety, Hygiene, Quality and Certification* which was developed by the project partner Parco 3A specifically for this programme.

Contents

What is Social Enterprise	89
Ethical Purchasing Groups and the Social Start Ups Training Programme	90
Session 1: Starting Out	91
Session 2: Social Start Up Structure	94
Session 3: Marketing Planning and Implementation	97
Session 4: Sales, Finance and Pricing	104
Session 5: Production	113
Session 6: Sales Operations	120
Session 7: Consolidation and Future Planning	125



➤ What is a Social Enterprise?

According to *Social Enterprise UK*:

3. Social Enterprises are “businesses that trade for a social or environmental purpose”. That is, “businesses with primarily social or environmental purposes whose profits are principally reinvested for that purpose into the business or into the community, rather than being driven by the need to maximise profit for shareholders and owners”.
4. “Social enterprises come in all sizes, from small community cafes to really big international organisations, but they’re usually started by a person or group with a particular passion and sense of purpose. They can emerge as businesses from groups that didn’t start out to create a business at all”.

A social enterprise does :	A social enterprise does NOT :
<ol style="list-style-type: none"> 6. Make its money from selling goods or services or both. 7. Cover its own costs in the long term, but like most businesses, it may need help to get started. 8. Put at least 50% of any profits towards addressing its social or environmental purpose. 9. Pay fair salaries to its staff 10. Have a clear social or environmental purpose or mission. 	<ol style="list-style-type: none"> 4. Exist to make profits for shareholders. 5. Exist to make its owners wealthy. 6. Rely on volunteering, grants or donations to sustain itself in the long term.

Examples of social enterprises include:

➤ Ethical Purchasing Groups and the Social Start Ups Training Programme

EPGs in Croatia, France and Italy, aim to enhance the agri-food localities through organising local agri-food production communities into EPGs. In doing so, the EPGs empower local producers and consumers through the adoption of ethical production processes, fair pricing, improved health through quality ‘slow food’ products, and a strong awareness of the natural cycle and the need for environmental protection. However, these EPGs continue to face a number of challenges that hamper their growth and impact. As a result, the Social Start Ups project supported Ethical Purchasing Groups (EPGs) in Croatia, France and Italy to start up social enterprises that empower and enable the enhanced social, economic, and environmental impact and effectiveness of the local communities. This was done through a 6 month mentor led, training programme consisting of seven sequential training sessions as shown here:

Session	Content
1	Defining Social Entrepreneurship Team Building Ideation (Brainstorming)
2	Structures, Roles and Responsibilities Communication, Negotiation and Consultative Decision Making within the Social Start Up
3	Marketing Planning and Implementation
4	Sales, Finance and Pricing
5	Production Planning (Producer Selection, Storage and Distribution) Food Safety, Hygiene, Quality and Certification
6	Sales Operations
7	Consolidation and Future Planning

Please note that multiple group meetings and ongoing communication between the members are expected to occur in between these seven training sessions to ensure ongoing and timely activity. However, the mentor is only expected to attend and lead the seven training sessions.

Session 1: Starting Out

➤ Introductions and Teamwork

Please complete the following 14 questions making up the Teamwork Personality Test³.

15. a) I am realistic about everything I do. b) I enjoy working in teams more than working on my own. c) I like change and variety.	16. a) I prefer logical thinking. b) I prefer working with new people. c) I prefer ideas to details.
17. a) I am interested in facts and figures. b) I am interested in people, their personalities and opinions. c) I am interested in creative thinking and the bigger picture.	18. a) My aim is to turn ideas into useful practice. b) My aim is to know how ideas affect the people involved. c) My aim is to create change.
19. a) Being straight to the point is the best approach. b) Considering other people and the way they feel is the best approach. c) Being innovative and thinking ‘outside the box’ is the best approach.	20. a) We should talk about things in a clear and practical way. b) We should talk about things in a personal and open way. c) We should talk about things in an abstract and conceptual way.
21. a) I am pragmatic in my approach. b) I am open about my emotions. c) I am adventurous.	22. a) I enjoy applying my talents to getting things done. b) I enjoy tasks that involve other people the most. c) I enjoy thinking deeply about a task before approaching it.
23. a) I like practical ideas. b) I am an open person. c) I enjoy designing new things.	24. a) I like science subjects more than arts subjects. b) I think about other people’s emotions when I am interacting with them. c) I am ambitious.
25. a) I like working with figures and numbers. b) I am a compassionate person. c) I often have innovative and creative ideas that no-one has thought of before.	26. a) I consider all the evidence before I make a decision. b) I am calm and tolerant when I work with other people. c) I like to think of unusual solutions to problems.
27. a) My favourite kind of work is factual and functional. b) I am very outspoken about my ideas. c) I am quick to spot new opportunities.	28. a) I am thorough in my approach. b) Being sociable is important to me. c) I understand the links between ideas.

³ This Teamwork Personality Test was originally designed and developed by Haya Al-Dajani for the INJAZ Al-Arab Company Program (2015)

Now total up and write down your:

A answers:	B answers:	C answers:
------------	------------	------------

➤ **Ideation (Brainstorming)**

Interests of the EPG
Challenges faced by the EPG
Problems the EPG is trying to address
Market Gaps – opportunities for the EPG
The Agreed Idea to pursue through the Social Start Up



➤ Evaluating Session 1

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. Through the teamwork personality questionnaire, I gained a clearer idea of how we will all contribute to the social start up.					
c. I am satisfied with my team members.					
d. I am satisfied with what we achieved in this session.					
e. I fully understand the content of this session.					
f. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
g. I am feeling overwhelmed by the process we are starting.					

➤ Tasks to complete before Session 2

4. Collect any available and relevant data about the agreed idea.
5. Research the agreed idea with other members of the EPG and other interested stakeholders and members in the network. Insert your findings here:

Session 2: Social Start Up Structure

1. The agreed type of organization (structure) for our social start-up is: (circle the chosen type):

Informal	Collaborative	Association
-----------------	----------------------	--------------------

2. The agreed roles and their responsibilities are: (please insert these into the table)

Typical Roles Include:	Responsibilities	Think about the Teamwork Personality Type and how this suits each role
Accountant		
Marketing Manager		
President		
Production Manager		
Public Relations Officer		
Purchasing Manager		
Secretary		
Treasurer		
Vice President		

My role and responsibilities in the social start up are: (please write these here)

- **The Agreed Consultative Decision Making Protocol (please insert this here):**

➤ Evaluating Session 2

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the organisational type we agreed for our social start-up.					
c. I am satisfied with my team members.					
d. I am satisfied with what we achieved in this session.					
e. I fully understand the content of this session.					
f. I am very satisfied with the roles and their responsibilities we agreed in this session.					
g. I am very satisfied with my role and responsibilities in the social start up.					
h. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
i. I am feeling overwhelmed by the process we are starting.					

➤ Tasks to complete before Session 3

3. Complete the session's sections in this business diary.
4. Other tasks as set by the team – list these here:

Session 3: Marketing Planning and Implementation

➤ Marketing Analysis Tools

PESTLE: The PESTLE analysis allows you to identify the political, economic, social, technological, legal and environmental factors that may affect your EPG and social start up now and in the future. It shows your understanding of the environment in which your social start up will operate, and how you plan to address these factors. By remaining aware of the trends and changes in the environment, your social start up can gain a competitive advantage.

PESTLE Analysis		
	Beneficial to the Start Up	Damaging to the Start Up
Political		
Economic		
Social		
Technological		
Legal		
Environmental		

SWOT: The SWOT analysis will enable you to identify the internal and external strengths, weaknesses, opportunities and threats that impact on the social start up. By identifying these, you can account for them in your social start up planning strategy and implementation.

SWOT Analysis	
Beneficial to the Start Up	Damaging to the Start Up
S TRENGTHS	W EAKNESSES
O PPORTUNITIES	T HREATS

➤ Social Start Up Identity

4. Social Start Up Name:

The name you choose should be:

- Brief and catchy
- Creative and new
- Easy to remember
- Easy to pronounce
- Legal
- National / international
- The '.com', twitter handle and Facebook page should all be available for it
- Timeless instead of trendy
- Unambiguous on Google

5. Logo: as with the name, the logo will remain with the social start up possibly forever! Therefore, it needs to memorably and effectively visually represent the social start up itself, as reflected in the chosen name, its mission, its idea, and its vision of the future. You will need to ensure that the logo will look good in both colour and black and white, and that it can be easily be resized.

6. Values, Vision, and Mission: Combined together, the values, vision, and mission drive the social start up and its operations. These must be agreed by all participants

now and then clearly communicated to all stakeholders through the marketing and operations.

	Draft here the values, vision and mission for the Social Start Up
Values: underpin the social start up and guide its behaviour. These values should be made explicit in the start up's mission.	
Vision: this is what the social start up strives to achieve. It's about your dream of where you want to be in the future. The vision drives and guides the social start up by describing what it must achieve to be successful.	
Mission: in one or two sentences, the mission clearly communicates the values, purpose and service of the social start up. It is an precise statement of how the vision will be achieved.	

➤ **Developing an Effective Marketing Plan**

An effective marketing plan will help the social start up to:

4. attract many new and repeat customers
5. retain existing customers and encourage them to buy more from you on a regular basis
6. think about the sustainability of the social start up

The key to marketing a social enterprise successfully in a given environment, is to implement a plan with one or more of the following strategies:

- Attracting more customers.
- Retaining customers.
- Increasing the average sale amount.
- Increasing the customers' quantities purchased and their frequency.

To make the marketing plan effective, keep it factual, clear and concise so that all participants can operationalise it well.

3. **Elevator pitch:** short and to the point! This is your once-in-a-lifetime opportunity to attract customers / clients / investors / partners through a snappy 1 minute maximum pitch about what your social start up does. Write the agreed elevator pitch here as you will need to memorize it and use it when speaking to all stakeholders:

4. Defining the marketing channels

Marketing Channel	On a scale of 1 – 5, score how effective is this channel in reaching the customers / clients				
	Not at all 1	2	3	4	Great Extent 5

Do expand this table by including more marketing channels.

5. Choosing the route to market

The route/s to market you adopt will largely depend on the product or service you are selling and the market niche you are trying to reach. Examples include direct selling to customers, internet sales, selling through an agent, contractor etc.

List here your chosen route/s to market and justify these choices:

- 1.
- 2.
- 3.

Now list your 'back up' alternative routes to market in case the initial routes do not yield the expected results:

- 1.
- 2.
- 3.

Marketing Plan Schedule for Implementing the Marketing Plan	Responsible Participant/s	Begin Date	End Date	Dates for Repeating Action	Additional Expertise Required	Additional Expertise Secured	Cost
13. Branding the social start up, product / service 14. Creating marketing communications messages: i. The elevator pitch j. The longer message 15. Identifying marketing channels 16. Creating a plan for each marketing channel 17. Setting up social media tools (if applicable); k. Facebook l. YouTube channel m. Twitter n. Linked In o. INSTAGRAM <p>p. Include any others that are relevant to your social start up</p> 18. Setting up and attending networking meetings and events 19. Creating a website (if applicable) 20. Creating promotional print materials – posters, brochures etc 21. Writing press releases 22. Attending exhibits, trade shows and other events – list these in detail here 23. Identifying routes to market 24. Creating a plan for each identified route to market							
TOTAL COST							

Do expand this table by including more relevant activities.

➤ Evaluating Session 3

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the marketing plan we designed and agreed for our social start-up.					
c. I think the social start up name and logo are excellent					
d. I fully agree with the values, vision and mission we agreed.					
e. I am satisfied with my team members.					
f. I am satisfied with what we achieved in this session.					
g. I fully understand the content of this session.					
h. I am very satisfied with my role and responsibilities in the social start up.					
i. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
j. I am feeling overwhelmed by the process we are starting.					

➤ Tasks to complete before Session 4

7. Complete the PESTLE and SWOT analyses if these were not completed during the session.
8. Finalize the social start up name and logo.
9. Finalize the values, vision and mission statements of the social start up.
10. Finalize the marketing plan and its costings.
11. Begin implementing the marketing plan.
12. Prepare a presentation on your marketing implementation to update the mentor in Session 4.

Session 4: Sales, Finance and Pricing

Sales Targets' Review

	Month 1		Month 2		Month 3	
	Target Number	Actual Number	Target Number	Actual Number	Target Number	Actual Number
12. Volume of sales per month						
13. Volume of new memberships per month						
14. Monthly Revenues						
15. Annual Revenues						
16. Profit targets per month						
17. Number of membership enquiries per month						
18. Number of sales enquiries per month						
19. Sales conversion rates per month						
20. Volume of generated website traffic per month						
21. Number of contracts won per month						
22. Number of Press releases and articles published per month						

Add and Delete items that are relevant to your social start up

Cont'd / Sales Targets' Review

	Month 4		Month 5		Month 6	
	Target Number	Actual Number	Target Number	Actual Number	Target Number	Actual Number
12. Volume of sales per month						
13. Volume of new memberships per month						
14. Monthly Revenues						
15. Annual Revenues						
16. Profit targets per month						
17. Number of membership enquiries per month						
18. Number of sales enquiries per month						
19. Sales conversion rates per month						
20. Volume of generated website traffic per month						
21. Number of contracts won per month						
22. Number of Press releases and articles published per month						

Add and Delete items that are relevant to your social start up

- Cash Flow Forecast Template (available as EXCEL dynamic file)

SOCIAL START UPS DYNAMIC CASH FLOW STATEMENT

	Sessi on 4	Sessi on 5	Sessi on 6	Sessi on 7	Month 4 post training	Month 5 post training	Month 6 post training	Month 7 post training	Month 8 post training
RECEIPTS									
Membership	0	0	0	0	0	0	0	0	0
Product/Service Sales	0	0	0	0	0	0	0	0	0
Sponsorship	0	0	0	0	0	0	0	0	0
Add more items that are relevant to your social start up	0	0	0	0	0	0	0	0	0
Other Revenue	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	0	0	0	0	0	0	0	0	0
PAYMENTS:									
DIRECT COSTS									
Materials	0	0	0	0	0	0	0	0	0
Stock	0	0	0	0	0	0	0	0	0
Packaging	0	0	0	0	0	0	0	0	0
Add items that are relevant to your social start up	0	0	0	0	0	0	0	0	0
Add an item that is relevant to your social start up	0	0	0	0	0	0	0	0	0
OVERHEADS									
Accounting	0	0	0	0	0	0	0	0	0
Bank Fees	0	0	0	0	0	0	0	0	0
Cleaning	0	0	0	0	0	0	0	0	0
Freight and postage	0	0	0	0	0	0	0	0	0

Add more relevant items and Delete items that are not relevant to your social start up

Keep adding columns to cover oncoming monthly intervals

Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interest	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Marketing and advertising	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Motor vehicle expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Power	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Repairs and maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bonuses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stationery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subscriptions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tax	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Telephone	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Uniforms	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Website hosting and maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Add items that are relevant to your social start up	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL CASH PAYMENTS																			
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET CASH FLOW																			
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Opening Bank Balance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLOSING BANK BALANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

✓ Cost Benefit Analysis

This analysis allows you to look at the expected costs of an item against its expected benefits, to determine the best and / or most profitable course of action. The best way to demonstrate this is through an example!

Example: A Cost Benefit Analysis for Purchasing a New Computer System for the Social Start Up

A new computer system will cost the following:	The benefits of the new computer system will be:
<ul style="list-style-type: none">✓ Equipment✓ Training✓ Time (training, transfer from one system to another, adjustment to the new system, etc)✓ Loss of marketing and sales focus while developing and transferring to the new system Total = Euro 10,000	<ul style="list-style-type: none">✓ Improved customer service✓ Ability to undertake internet based marketing and sales✓ Improved sales management✓ More effective web-based presence✓ Increased efficiency Total = Euro 18,000
$10,000 / 18,000 = 0.555$ of the benefits	
This means that it will take less than a year to recuperate the full cost of the new computer system if it is bought, as these costs make up 55% of the benefits.	

✓ Break Even Analysis

This allows you to identify the Break Even point when **Sales / Membership = Costs**. Therefore, it is an indication of the volume of sales and memberships you will need to achieve to cover the costs of the social start up.

To determine the Breakeven Point, you will need to have:

3. all your fixed costs and,
4. the variable cost of producing one item

Once you have these figures, you can calculate the Break Even point. The best way to demonstrate how you calculate the Break Even point is through an example!

Example: Calculation of the Break Even Point

6. Total for Fixed Costs: Euro 1,500 a month (includes rent, insurance, office equipment etc)	
7. Variable cost of producing one can of drink: 10 cents (that is Euro 0.10)	
8. Selling price to the customer / member: 25 cents (that is Euro 0.25)	
9. Contribution of each product to the fixed costs: Sales price – variable cost	Therefore the contribution from each can sold is: $25c - 10c = 15c$ (Euro 0.15)
10. Break Even point: Fixed Costs / Contribution	Therefore to calculate how many cans need to be sold to break even and cover all costs: $1,500 / 0.15 = 10,000$ cans
<p>Thus, 10,000 cans need to be sold to break even and cover all costs. Any cans sold over and above the 10,000 can will make a unit contribution to the profits of the social start up.</p> <p>If this sales amount is feasible, then you have a sales target to work towards. However, if it is not feasible, you should consider:</p> <ul style="list-style-type: none">3. Increasing or decreasing the sales price4. Identifying areas where you could make changes to fixed and/or variable costs	



✓ Operational Gearing⁴

- Operational gearing is the effect of **fixed costs** on the relationship between sales and **operating profits**. If there is no operational gearing, then operating profit would rise at the same rate as sales growth (assuming nothing else changed).
- Operational gearing is simple and important - and often neglected.
- High fixed costs increase operational gearing.

Consider the following example:

	3. Two enterprises with different cost structures but the same profits		4. Now suppose they both increase their sales by 50%	
	Enterprise A	Enterprise B	Enterprise A	Enterprise B
Sales	1,000,000	1,000,000	1,500,000	1,500,000
Variable Costs	700,000	800,000	(700,000 + 350,000) 1,050,000	(800,000 + 400,000) 1,200,000
Fixed Costs	200,000	100,000	200,000	100,000
Operating profit	100,000	100,000	250,000	200,000

As Enterprise A has higher operational gearing, it makes 2.5× as much profit as it did before the 50% increase in sales, whereas Enterprise B has only doubled its profits.



⁴ This section is adapted from http://moneyterms.co.uk/operational_gearing/

✓ Pricing

Agreed pricing strategy:

Pricing Scenarios: Ideally, they will need to identify a range of possible prices to reflect:

4. Best case scenario
5. Average case scenario
6. Worst case scenario

All 3 scenarios must account for the break-even point



➤ Evaluating Session 4

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the implementation of the marketing plan we designed and agreed for our social start-up.					
c. I am very satisfied with the sales targets we identified in this session.					
d. I am very satisfied with the financial analysis we completed in this session.					
e. I fully agree with the break-even scenarios we completed					
f. I am satisfied with my team members.					
g. I am satisfied with what we achieved in this session.					
h. I fully understand the content of this session.					
i. I am very satisfied with my role and responsibilities in the social start up.					
j. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
k. I am feeling overwhelmed by the process we are starting.					

➤ Tasks to complete before Session 5

1. Continue with the marketing materials, marketing plan and marketing the social start up.
2. Work on the Cashflow Template
7. Complete the Financial Tools: cost benefit analysis, break even analysis, operational gearing, pricing.
8. Prepare a presentation on your financial planning and documents to update the mentor in Session 5.

Session 5: Production

➤ Product Design:

	Essential	Optional
c. Functional Design Aspects		
d. All specific legal requirements		

Think about, and write down:

9. The aim of the product / service
10. The ways in which it functions
11. Can anyone and everyone use it easily or will they need specific skills / appetites to do so?
12. What is the target market? What will they do with the product / service and how will they use or consume it?
13. What is unique about it? Is this clear or does it require a complicated process and detailed instructions?
14. How will the user know the product / service is of the expected quality?
15. How can it be 'fixed' if needed?
16. Is this product / service a one-off purchase or is the user likely to buy it more than once, and repeat the purchase often?

Begin your notes here:

➤ **Production Standards and Expectations:**

Points to be considered, discussed and agreed by the participants:

Standard / Expectation	Agreed Points	Agreed Actions
Quality of the product / service		
Quality control		
Producer selection		
Packaging		
Storage		
Distribution		
Efficiency in production processes		
Health and safety		
Certification		

➤ **Food Safety, Hygiene, Quality and Certification:**

1. Food Safety

If your social enterprise deals with food products you must:

- l) ensure that the food product is safe to eat;
- m) ensure that you don't add, remove or treat the food product in a way that makes it harmful to consume;
- n) ensure that the food product is of the quality that you have stated;
- o) ensure that you don't mislead consumers by the way the food product is labeled, advertised or marketed;
- p) ensure traceability of the food product by keeping records on where you source the food product from and show this information when required;
- q) withdraw unsafe food products and complete an incident report;
- r) explain why the food product has been withdrawn or recalled, for example through a leaflet or poster, or through social media channels;
- s) display your food hygiene rating (if you sell food products directly to the public);

If are used additives in the food products, you must:

- t) only use approved ones;
- u) only use them if they are approved for use in the specific food product;
- v) ensure that the food additive doesn't exceed the maximum permitted level.

2. Food Hygiene

Part of complying with food safety is managing food hygiene. This can be done through a *Hazard Analysis and Critical Control Point (HACCP) Plan*. This is a requirement for any organization handling and selling food, and keeps the food safe from biological, chemical and physical safety hazards.

Food Contact Materials

Materials and packaging that can be reasonably expected to come into contact with food are called 'food contact materials'. These include:

- packaging;
- food processing equipment;
- cookware;
- work surfaces.

To keep the food products safe for consumption:

- make sure that food contact materials don't transfer anything to the food they touch;
- make sure that food contact materials don't change the food they touch;
- when inspected, be able to show where the food contact materials came from.

Bacteria and food poisoning

To keep food safe from bacteria, you should follow the HACCP plan. Bacteria that cause serious health problems are:

- E.coli O157 and campylobacter;
- Salmonella, especially with the storage and handling of eggs.

Food hygiene training

Employers are responsible for staff hygiene training. It can be either a formal training programme or an informal one. For example, on the job training or self study.

Food allergies

If you are a food retailer or caterer, you need to manage food allergies when preparing and selling food.

Food inspections

You can be inspected by specific national authorities according to national or international laws/directives/regulations at any point in the food production and distribution process.

3. Food Quality

Food quality represents the internal (e.g. chemical, physical, microbial) and external (e.g. appearance, texture and flavor) characteristics of food that are acceptable to consumers. Food quality is an important food manufacturing requirement, because food consumers are susceptible to any form of contamination that may occur during the manufacturing process. Besides ingredient quality, there are also sanitation requirements. Food quality also deals with product traceability, e.g. ingredients and packaging suppliers, should a recall of the product be required. It also deals with labelling issues to ensure there is correct ingredient and nutritional information.

One of the most important aspects that underline food quality is its recognition amongst stakeholders. The recognition mentioned is due to norms that describe the food product; these norms are used as standard references in product certification processes by independent Certification Bodies.

4. Certification

At its simplest, *conformity assessment* means checking that products, materials, services, systems or people measure up to the specifications of a relevant standard. For example, a customer may check that the product ordered from a supplier meets the purpose for which it is required. One of the most efficient ways to do this is when the specifications of the product have been defined in an International Standard. That way, both supplier and customer are on the same wavelength, even if they are based in different countries, because they are both using the same references.

The Importance of Product Certification

Today, many products require testing for conformance with specifications or compliance with safety or other regulations before they are put in the market. Even simple products may

require supporting technical documentation that includes test data. It isn't always practical for these activities to be carried out by suppliers and customers, and so often specialized third parties get involved. In addition, national legislation may require such testing to be carried out by independent bodies, particularly when the products have health or environmental implications. In fact, conformity assessment has become an important component of world trade and it's often carried out by specialist organizations, such as inspection and certification bodies and testing laboratories.

Objectives of Product Certification:

4. to address the needs of consumers, users and, more generally, all interested parties by giving confidence regarding fulfilment of specified requirements.
5. to allow suppliers to demonstrate to the market that their products have been attested to fulfil specified requirements by an impartial third party body.
6. to provide confidence for those with an interest in fulfilment of requirements, and sufficient value so that suppliers can effectively market products.

Schemes of Product Certification

Certification schemes for agricultural and food products provide assurance (through a certification mechanism) that certain characteristics or attributes of the product or its production method or system, laid down in specifications, have been observed. They cover a wide range of different initiatives that work at different stages of the food supply chain (pre- or post-farm gate; covering all or part of the food supply chain; affecting all sectors or just one market segment, etc). They can operate at the business-to-business (B2B) level where the supermarket or processing business is the intended final recipient of the information, or at a business-to-consumer (B2C) level. They can use logos although many, especially the B2B schemes, don't do it.

The development of certification schemes is driven mainly by factors such as social demands for certain characteristics of the product or its production process on one hand (mostly for B2C schemes), and operators' desire to ensure that their suppliers meet specified requirements, on the other hand (mostly for B2B schemes). In the area of food safety, Regulation (EC) N. 178/2002 (laying down general principles and requirements of food law) puts the primary responsibility for ensuring that food and feed satisfying the requirements of food law and verifying that such requirements are met, on the level of food and feed business operators. Large players in the food supply chain often rely on certification schemes in order to satisfy themselves that a product meets the requirements and to protect their reputation and liability in the event of a food safety incident.

Private certification isn't needed to show compliance with legal requirements. Any private certification scheme for the agricultural and food sector must remain voluntary. Where operators employ certification of compliance with basic requirements in order to facilitate transactions with other actors along the food chain, it should be clear that this practice cannot be used to differentiate products in the market.

Certification schemes have benefits:

- to intermediate actors in the food supply chain, by assuring standards and thereby protecting liability and reputation for product and label claims;

- to producers, by increasing market access, market share and product margins for certified products and also, potentially, by increasing efficiency and reducing transaction costs;
- to consumers, by providing reliable and trustworthy information on product and process attributes.

PDO/PGI/Organic labels represent a little sample of product certification schemes. Other opportunities are represented by IFS, BRC, Traceability (ISO 22005) and voluntary schemes to build according to the needs of the stakeholders.



➤ Evaluating Session 5

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the implementation of the marketing plan we designed and agreed for our social start-up.					
c. I am very satisfied with the financial analysis we discussed in this session.					
d. I am very satisfied with the product design aspects we agreed in this session.					
e. I am very satisfied with the production standards / expectations points we agreed in this session.					
f. I am very satisfied with the production standards / expectations actions we agreed in this session.					
g. I am satisfied with my team members.					
h. I am satisfied with what we achieved in this session.					
i. I fully understand the content of this session.					
j. I am very satisfied with my role and responsibilities in the social start up.					
k. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
l. I am feeling overwhelmed by the process we are starting.					

➤ Tasks to complete before Session 6

1. Continue with the marketing materials, marketing plan and marketing the social start up.
2. Continue populating the Cashflow Template and finalizing the Financial Tools.
9. Review and finalize the Financial Tools: cost benefit analysis, break even analysis, operational gearing, pricing.
10. Finalize the production plan and implement it.
11. Prepare a presentation on your production plan and its implementation to update the mentor in Session 6.

Session 6: Sales Operationalisation

In this session, you will need the following information which you should have ready from previous sessions. Please insert the relevant data for each of the 4 points below:

- a. agreed route/s to market:
- b. agreed back-up alternative routes to market:
- c. profile of the market niche they are trying to reach:
- d. monthly sales and marketing targets:

- **Reviewing Marketing and Sales Targets**

Discuss and review the following and note down the agreed changes (if any) here:

	Agreed Changes / Revisions	Agreed Actions
Agreed route/s to market:		
Agreed back-up alternative routes to market:		
Profile of the market niche they are trying to reach:		
Monthly marketing targets		
Monthly sales targets		

- **Sales Action Plan:**

You will need a sales action plan for **each** route to market to help you meet the respective targets. Ensure that this plan is realistic and detailed so that you can begin implementing it as a team and selling immediately.

[illegible]

➤ **Sales Tips for your consideration**

- Practising and using the elevator pitch to explain the social start up

- Dressing in a way that reflects the ethos, values, vision and mission of the social start up as you are representing the social start up and its members.
- Speaking confidently about the social start up and its achievements.
- Speaking naturally, spontaneously, and effectively without having to use notes.
- Being creative and excited about the social start up and the product
- Sharing real customer / member stories, feedback and testimonials
- Telling the story of the social start up in an engaging way so that your potential customers / members are left wanting to know more.
- Using Social Media and a website
- Using print marketing and designing creative posters, flyers, brochures.
- Inviting everyone supporting the social start up and the EPG to stalls, fairs, food markets, exhibits, special events etc. Surrounding themselves with supporters will give the participants' stall a real positive buzz which will attract others to it.
- Making the stall or stand eye grabbing and noticeable to draw in potential customers. Recruit an artistic team member to work on a design for the way the stall will look.
- Having a selection of the products to trial and sell and to run regular demonstrations / tasters showing the product.
- Offering memorable give-aways such as coasters, magnets or pens to those who visit the stall and whether they buy or not.
- Giving out business cards or brochures and inviting potential customers / members to get in touch when they would like to make another purchase or have any questions or need any more information about the product / service and social start up.
- Maintaining excellent customer service at all times
- Being convincing and confident but not pushy at all times.

➤ Ongoing Sales Planning:

Please read these guidelines and refer back to them when needed:

- Please make the effort to study the detail around your routes to market and sales targets and your overall marketing and sales budget.
- Please ensure that you monitor and review the progress of your sales plan on a **regular basis** with your team members and mentor.
- Make sure that you consider possible unexpected scenarios. For example a delay in production, cancellation of an order or dissatisfied customers / clients etc.
- You **must** consider the management of the overall sales plan.
- Decide how you will monitor and interpret the sales targets' review results and think about how you will adjust the plan or introduce new measures as you progress your business activity.
- Complete this tool on a weekly basis between now and Session 7, to keep track of the progress of the social start up:

Insert Date	
Marketing Evaluation	Sales Evaluation

List what is working well: 1. 2. 3. 4. 5.	List what is working well: 1. 2. 3. 4. 5.
List the areas where further planning and / or assistance is required 1. 2. 3. 4. 5.	List the areas where further planning and / or assistance is required 1. 2. 3. 4. 5.
How satisfied are you with the marketing of the social start up so far? <div style="display: flex; justify-content: space-between; align-items: center;"> Not at all satisfied 1 2 3 4 Greatly satisfied 5 </div>	How satisfied are you with the sales so far? <div style="display: flex; justify-content: space-between; align-items: center;"> Not at all satisfied 1 2 3 4 Greatly satisfied 5 </div>



➤ Evaluating Session 6

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the progress we have made so					

far as a social start-up.					
c. I am very satisfied with the sales planning we discussed and agreed in this session.					
d. I am very satisfied with the production process so far.					
e. I am satisfied with my team members.					
f. I am satisfied with what we achieved in this session.					
g. I fully understand the content of this session.					
h. I am very satisfied with my role and responsibilities in the social start up.					
i. I am confident that I can complete the expected tasks and actions that have been assigned to me.					
j. I am feeling overwhelmed by the process we are starting.					

➤ **Tasks for participants to complete before Session 7**

6. Sales, sales, sales.
7. Continue with the marketing.
8. Update the Cashflow Template.
9. Continue production.
10. Prepare a presentation on the sales plan and its implementation to update the mentor in Session 7.
11. Meet regularly as a team without the mentor between now and Session 7.

Session 7: Consolidation and Future Planning

➤ Current Position of the Social Start Up:

Final Performance Review	Where we are now	Where we want to be in 12 months' time
k. Turnover		
l. Sales / Membership		
m. Profit		
n. No. of employees		
o. No. of volunteers		
p. No. of existing members		
q. No. of business partners		
r. No. of Bank loans		
s. No. of Donors		
t. International Operations		

➤ Future Planning:



12 Month Action Plan

Business Focus	Priority Action / s	Action Points over the next 12 months
10. Team Dynamics		
11. Team Management		
12. Business Planning		
13. Finance		
14. Sales / Membership		
15. Marketing		
16. Networking		
17. Product / Service		
18. Motivation		

Do add other variables that are relevant to your 12 month business planning

- **Spinning Out of the Social Start Ups Programme:** be prepared for an exit interview from the Mentor and his / her colleague.

➤ Evaluating Session 7

Please take a couple of minutes to complete this checklist individually at the end of the session:

	Not at all 1	2	3	4	Great Extent 5
a. I am very satisfied with the mentor guiding the team.					
b. I am very satisfied with the progress we have made as a social start-up.					
c. I am very satisfied with the future planning we discussed and agreed in this session.					
d. I am satisfied with my team members.					
e. I am satisfied with what we achieved in this session.					
f. I fully understand the content of this session.					
g. I am very satisfied with my role and responsibilities in the social start up.					
h. I am confident that we can spin out of the Social Start Up Programme successfully.					
i. I am not confident that we will succeed with our social start up after the Social Start Up Programme.					



c. Pre and Post Test

Pre Test

Participant Information

1. The first 3 letters of your family name

--	--	--

2. Date of Birth

Day			Month			Year			

3. Are you male / female (please circle the correct answer)

4. Country where you are undertaking the Social Start Up Program: _____

5. Name of the Social Start Up you are involved with: _____

6. Your role/s in the Social Start Up: _____

7. Education Level: University Secondary School Primary School No School (please circle the correct answer)

8. Current employment status: self employed employed unemployed (please circle the correct answer)

PLEASE NOTE: Your answers to the questions in the pre-test will show us where more learning is needed and they do not affect your participation in the *Social Start Ups* programme. Similarly, your answers in the post-test will show us how much learning has occurred during the *Social Start Ups* process and programme. So please answer all questions honestly. All completed questionnaires will be stored confidentially with the project's Lead Partner, TAMAT.

9. To what extent do you agree with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. My thinking is very creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My thinking is critical and analytic.					
c. When negotiating with others, I can persuade them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am able to manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to conduct market research well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am very good at selling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent do you agree with the following statements:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
g. I always find solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am a team player.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I make the right decisions quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I am excellent at accounting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I know what social enterprises are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. Knowledge Questions: For each of the questions below, please circle the correct answer.

1. Which one of these statements are FALSE and which ones are TRUE?

- Social enterprises have a social or environmental purpose.
- The profits of social enterprises are reinvested into the social or environmental purpose, or the community.
- The profits of social enterprises are driven by the need to maximise profit for shareholders and owners".
- Social enterprises rely on volunteering, grants or donations to sustain themselves in the long term.
- Social enterprises make money from selling goods or services or both.

2. 'Eco Trader' sells specialty organically certified olives and olive oil boxes. The social enterprise has 10 employees who work 30 hours a week and are paid Euro 12 per hour each. The marketing department requires Euro 200 a month for supplies, and rent for office space is Euro 500 a month. In June, the company sold 150 specialty boxes and paid its employees a 10% sales commission, and is responsible for a sales tax rate of 5%. Using this information calculate June's total *fixed costs* for Eco Trader. The answer is:

- Euro 3,600.
- Euro 4,300.
- Euro 4,300 plus 5% sales tax rate.
- Euro 4,300 plus 10% sales commission and 5% sales tax rate.
- None of the above.
- Don't know.

3. In addition to the information about Eco Trader provided in question 2, what other information do you need to calculate the number of boxes that must be sold to cover the costs of the social enterprise?

- The number of salespeople employed by Eco Trader.
- The net price of the olives and olive oil boxes.
- The country where Eco Trader is located.
- Information on the organisation buying Eco Trader's boxes.
- None of the above.
- Don't know.

4. Why do successful social enterprises regularly communicate with their existing and potential customers and clients?

- a. To inform them and persuade them to buy.
- b. To establish a competitive advantage in relation to their product / service.
- c. To gather detailed information to regularly upgrade and develop their product / service.
- d. To satisfy their customers and clients.
- e. All of the above.
- f. Don't know.

5. Which of the following statements is true?

- a. We only need to consider the customers' level of satisfaction, not their expectations.
- b. We need the customers' data only, not their ideas or suggestions.
- c. Seeking feedback from customers results in good customer retention.
- d. Measuring customer satisfaction is a key step for improving a social enterprise's relationship with its customers.
- e. All of the above.
- f. Don't know

End of Pre-Test

Post Test

Participant Information

1. The first 3 letters of your family name

--	--	--

2. Date of Birth

Day			Month			Year			

3. Are you male / female (please circle the correct answer)

4. Country where you are undertaking the Social Start Up Program: _____

5. Name of the Social Start Up you are involved with: _____

6. Your role/s in the Social Start Up: _____

7. Education Level: University Secondary School Primary School No School (please circle the correct answer)

8. Current employment status: self employed employed unemployed (please circle the correct answer)

Knowledge Questions: For each of the questions below, please circle the correct answer.

1. Which one of these statements are FALSE and which ones are TRUE?

- a. Social enterprises have a social or environmental purpose.
- b. The profits of social enterprises are reinvested into the social or environmental purpose, or the community.
- c. The profits of social enterprises are driven by the need to maximise profit for shareholders and owners".
- d. Social enterprises rely on volunteering, grants or donations to sustain themselves in the long term.
- e. Social enterprises make money from selling goods or services or both.

2. 'Eco Trader' sells specialty organically certified olives and olive oil boxes. The social enterprise has 10 employees who work 30 hours a week and are paid Euro 12 per hour each. The marketing department requires Euro 200 a month for supplies, and rent for office space is Euro 500 a month. In June, the company sold 150 specialty boxes and paid its employees a 10% sales commission, and is responsible for a sales tax rate of 5%. Using this information calculate June's total *fixed costs* for Eco Trader. The answer is:

- a. Euro 3,600.
- b. Euro 4,300.
- c. Euro 4,300 plus 5% sales tax rate.
- g. Euro 4,300 plus 10% sales commission and 5% sales tax rate.
- h. None of the above.
- i. Don't know.

3. In addition to the information about Eco Trader provided in question 2, what other information do you need to calculate the number of boxes that must be sold to cover the costs of the social enterprise?

- | | |
|--|---|
| a. The number of salespeople employed by Eco Trader. | b. Information on the organisation buying Eco Trader's boxes. |
| b. The net price of the olives and olive oil boxes. | c. None of the above. |
| c. The country where Eco Trader is located. | d. Don't know. |

4. Why do successful social enterprises regularly communicate with their existing and potential customers and clients?

- To inform them and persuade them to buy.
- To establish a competitive advantage in relation to their product / service.
- To gather detailed information to regularly upgrade and develop their product / service.
- To satisfy their customers and clients.
- All of the above.
- Don't know.

5. Which of the following statements is true?

- We only need to consider the customers' level of satisfaction, not their expectations.
- We need the customers' data only, not their ideas or suggestions.
- Seeking feedback from customers results in good customer retention.
- Measuring customer satisfaction is a key step for improving a social enterprise's relationship with its customers.
- All of the above.
- Don't know

6. To what extent do you agree with the following statements:	Not at all	Somewhat	Satisfactory	Good	Great Extent
a. My thinking is very creative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My thinking is critical and analytic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. When negotiating with others, I can persuade them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am able to manage my time effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I am able to conduct market research well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am very good at selling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I always find solutions to problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I am a team player.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I make the right decisions quickly and easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. To what extent do you agree with the following statements:	Not at all	Somewhat	Satisfactory	Good	Great Extent
k. I am excellent at accounting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I know what social enterprises are.					

Please tell us to what extent you agree with each of these statements:

7. The <i>Social Start Ups</i> Programme...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
a. Was both challenging and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Helped me appreciate what social enterprises are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Was critical in helping me to understand the importance of social enterprises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Presented options I hadn't considered before.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Helped me identify skills I didn't know I had.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Shaped the plans for the EPG.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank You!

d. Mentor Training Programme

The following training programme was implemented to familiarise the mentors with the content of the social start ups mentor-led training programme. It is essential that mentors are trained and familiarised with the process and content of this programme to ensure consistency in the delivery wherever, and whenever the programme is implemented, and to manage the expectations of the participants.

	9am – 10:30am	10:30 – 12:30	Lunch 12.30 – 13.30	13.30 – 5.30	Evening 18:00 – 20:00
Day 1	Social Start Ups Training Session 1: What is social ent and what it isn't	Social Start Ups Training Session 2: Mentor Guide chapters 1 and 2		Social Start Ups Training Session 3: Mentor Guide Chapter 3	Social EntrepreneurshipTeam Building Activity
Day 2	Social Start Ups Training Session 4: Field Trip / DayVisit to an Organisation where Best Practice in Mentoring or EPGs or Social Enterprise can be observed 8.00 a.m - 5.00 pm				
Day 3	Social Start Ups Training Session 5: Reflections	Social Start Ups Training Session 6: Mentor Guide Chapter 4		Social Start Ups Training Session 7: Mentor Guide Chapter 5	Social EntrepreneurshipTeam Building Activity
Day 4	Social Start Ups Training Session 8: Mentor Guide Chapters 6 and 7		Mast House 204	Social Start Ups Training Session 9 (On Line Mentoring)	Social EntrepreneurshipTeam Building Activity

During this training, participants are encouraged to identify inspirational examples of EPGs and / or social enterprises so they can use these when they are implementing their training programmes. The following are the examples selected by the mentors trained on this programme.

Inspirational Example of a French Cooperative of Producers : Hop'la



Hop'la is a collective salepoint of farm products. Powered by a cooperative of 27 local producers, our direct sales store is characterized by a particular operation.

A cooperative

Producers are required to carry a minimum of permanence in the month and alternatively, in turn, the store manager. A producer can sell, advice and direct talk about his product to the consumer but it is also aware and concerned by the products of his colleagues. Favor the collective and the close relationship also means that the spirit of Hop'la!

Beef, poultry, pork, fish, dairy products, fruits, vegetables, honey, herbs, flowers, cheese, mushrooms, wine, preserves, beer, oils, syrups, brandies, etc. Each producer offers different products, avoiding competition between them.

Pricing policy

The Hop'la prices are equivalent to those on the other direct sales sites which most producers use (markets, direct to the farm). Each producer is responsible for their own profits and losses and ensures maintaining optimal value.

Hop'la is primarily a collective.

Decisions taken by the group are subject to a vote in the board meetings that are held regularly: new products, investments, etc. Again, this is the collegiate aspect that is privileged.

Hop'la in brief:

The structure is an old straw storage building in Oberhausbergen reconditioned to meet the standards expected of a facility where members of the public can be received:

- 360 sqm of sales area
- 2200 references which follow the seasons
- 17 positions created by the cooperative
- 16 jobs created in farms
- 1 beef processing plant and integrated ovine
- 9 special cold rooms for each product • 1 maturation chamber for beef
- 1 kitchen to prepare the catering range.

To date, Hop'la is the only collective marketing cooperative in Alsace and is one of the largest in France for its sales area. Moreover, Hop'la is a nationwide cooperative that offers more product references. Hop'la is also the only cooperative that has both a collective point of sale and a collective processing workshop.

Story

At the starting point of this adventure, it was realized that markets and traditional places of direct sales often depended on weather conditions and had less and less possible spaces that concentrated on real food pools. In 2005, 6 farmers imagined a place sheltered from the vagaries of the weather where offering real food was possible. All framed by a strong ethic that respects the three overriding principles of:

- A local food supply
- No purchase and resale
- Respect for nature and the seasons

The objective was to offer quality local products and maximum transparency and traceability, to regain the confidence of consumers shocked by food crises of recent years.

Seven long years passed before Hop'la opened its doors in Oberhausbergen, on the outskirts of Strasbourg.

Inspired by the pioneering structures of the Rhône-Alpes region, the group of farmers evolved year by year, and formed a cooperative.

Since March 2012, 15 producers regularly welcome their clients from Tuesday to Saturday, offering the best of their lands.



Inspirational Example of an Italian Social Enterprise



Multiplex Cinema “Postmodernissimo” (<http://www.postmodernissimo.com/il-progetto/>)

Anonima impresa sociale is a social enterprise founded in 2014 by four young people with the cultural aim to reopen an historical cinema in Perugia after it remained closed for 14 years. The citizens’ participation and involvement in this project transformed them from viewers to funders, and members of the social enterprise.

This cultural enterprising project was co-sponsored and supported by Perugia city council and the Postmodernissimo cinema cooperative. The cooperative who started up the cinema, invested 300.000 euros for the renovation of the original cinema and to buy new equipment. This financial investment drew on capital contributed from multiple sources; the shareholders, donations from citizens of Perugia and members of the cooperative, loans granted by Banca Etica, and a low-interest loan from the Umbria regional council.

The involvement of the citizens of Perugia was a strong contributor to the creation of the social enterprise. They promoted participation and engagement in different ways including the following examples:

1. the creation of a temporary office during the renovation period, where visitors could learn about the project and/or visit the construction site.
2. The creation of a crowdfunding campaign to finance the renovation of the cinema (more than 700 people supported this) so that Perugia’s citizens could support the start-up phase with donations and thus become members of the Anonima Impresa Sociale social enterprise (which now has more than 50 members).

Currently, there are more than 5.000 people sharing the cultural project and giving a social and communitarian dimension to the Postmodernissimo cinema.



This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.



Erasmus+
co-funded by EU

Our participants said:

Alexandre Schohn (France) : *"I was very interested in discovering what is behind the concept of «social enterprise», and I am very impressed by the diversity of projects that can be launched. I really appreciate the group dynamics and I learnt a lot from the valuable information given".*

Catia Regina (Italy) : *"I had no idea what a social enterprise was before this programme, now I am very excited because I feel that there are so many opportunities linked to it".*

Donato Colangelo (Italy) : *"The social start up process is exciting, and its success is dependent on having a committed tight-knit group willing to work together. I am very pleased with my group and we motivated each other to keep going".*

Floriane Gaillard (France) : *"The social start up training was very useful as I am working on turning my association into a social enterprise. The project management, marketing and accounting sessions were particularly valuable, and I really enjoyed working with the others, using our collective intelligence to help each other and to nurture our creativity. We must now put it all into practice. I feel more confident because of this training - thank you again".*

Andrea Pučić (Croatia) : *"In the EPG each member feels valued and unique, and they support each other. The group is an exchange of knowledge and skills towards a positive attitude in life and healthy lifestyle. When an individual becomes happy, the happiness spreads among the group members and the wider community. As Neil Armstrong once said: "That's one small step for a man, one giant leap for mankind".*



**FUTURES
WITH
PLYMOUTH
UNIVERSITY**

