



BOOSTING THE CREATIVE MINDSET TO BREAK THE FEARS OF BEING A YOUNG FEMALE SOCIAL ENTREPRENEUR



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



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CREDITS:

This training course have been developed within the framework of WOMCA: Non Formal Training Development for Mentors to Boost the Women Creativity Spirit to Start Social Entrepreneurship project, funded by the ERASMUS+ programme (Strategic partnership in the field of youth, ref. 2017-2-ES02-KA205-009971).

Five organizations: Dramblys (Coordinator); i-Box Create SL; PRIME Stichting; Frauen im Brennpunkt and Social Innovation Fund respectively from Spain (the first two), the Netherlands, Austria and Lithuania have worked together to develop the WOMCA training course. WOMCA training course is addressed to youth women mentors, teaching the young future female social entrepreneurs.

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TABLE OF CONTENTS

Introduction4

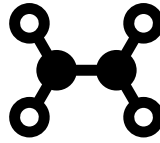
MODULE 1. The entrepreneurial state of mind9

MODULE 2. Young women entrepreneurial skills31

MODULE 3. Social Innovation Companies58

MODULE 4. Overcoming challenges facing women entrepreneurship83

REFERENCES105



INTRODUCTION

WOMCA Project “Non formal training development for mentors to boost the women creativity spirit to start social entrepreneurship” is about encouraging young women to be part of social entrepreneurship. Entrepreneur women enrich our societies with their ideas, strengths, creativity and skills. Mentors and Trainers providing them support by sharing knowledge and experience might be of significant value for them to overcome challenges on this journey of entrepreneurship and implementing own business ideas. This training course therefore is developed for trainers, teachers and mentors who assist young women during their path to venture entrepreneurship. Based on the methodology of Life-Long and Non-Formal Learning, Gamification, LEGO® Serious Play® and Design Thinking mentors will learn step by step to guide young women through the process.

Main pillars of this training course

The entrepreneurial state of mind. This module includes tools to understand and teach the process of innovation, motivation, and experimental learning cycle.

Young women entrepreneurial skills. In this module trainers will learn how to assess motivation and capability to pursue an entrepreneurial opportunity.

Social innovation companies. In this module a review of social enterprises is provided. In addition, trainers will delve into alternative financing sources.

Overcoming challenges facing women entrepreneurship. In this module, participants will get in touch with time-balance model, which focus on more than simple time management tools.

Target group – women entrepreneurs

34,4% of the EU self-employed are women. This is mentioned in the paper “Female entrepreneurs” of the European Commission¹. It is aim of the Commission to increase this number and “encourage more women to start their own companies”². But factors such as, family issues make entrepreneurship less attractive for women.

This training manual focuses on these factors and will provide exercises to try to overcome gender-based challenges in starting entrepreneurship. As follows, we would like to share some statistical data about women entrepreneurs in Europe: The number of female entrepreneurs varies from country to country³. Lichtenstein had the highest number of women entrepreneurs (43%) Turkey (15%), Malta (18%) and Ireland (20%) mark the lower end of the range⁴.

¹ https://ec.europa.eu/growth/smes/promoting-entrepreneurship/we-work-for/women_en (25.6.2018)

² Ib..

³ Statistics from 2012 for EU-37 which includes 28 EU Member States, Albania, Former Yugoslav Republic of Macedonia, Iceland, Israel, Turkey, Lichtenstein, Montenegro, Norway and Serbia.

⁴ European Commission: „Statistical Data on Women Entrepreneurs in Europe. Brussels, 2014, p 7; available <http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations> (25.6.2018)

Solo & part-time

It is important to divide this group into solo entrepreneurs, employers and part-time entrepreneurs". In 2012, 78% of women entrepreneurs in Europe-37 were solo entrepreneurs and 22% were employers"⁵. This means it is very important to consider, that women are very likely to work as a one-person-enterprise.

Furthermore back in 2012 31% of all female entrepreneurs in Europe-37 were working as part time entrepreneurs. Compared with 12% of men entrepreneurs. It is important to consider, that the percentage of part-time entrepreneurs varied considerably from country to country. While in 2012 64% of female entrepreneurs work part-time in the Netherlands, only 4% of Slovakian women entrepreneurs do so⁶.

According to the above mentioned report, women prefer to set up businesses in the area of health, social-work activities, services and education⁷. These are usually business sectors with slightly lower performance than other sectors.

In Europe-37, 59% of all women entrepreneurs were in the age group 25-49 years. Further 32% between 50-64 years. Only 3% younger than 25 years. These figures are quite similar to the men's age⁸.

Aims and purposes of the training measure

The aim of this training course is to develop skills demanded by the labour market and thus raise the attractiveness to complete the training for being an Entrepreneur.

After reading this training manual, mentors and trainers will be ready to transmit in a different way:

- ☒ how to develop the entrepreneur skills,
- ☒ how to generate a business idea,
- ☒ how to face the challenges as women, identifying their strengths,
- ☒ how to identify their target groups and knowing how to bring the idea into life by creating a business.

Trainers will be provided with knowledge and exercises to develop the following skills and competences:

- ▶ Capability of initiative to launch new projects
- ▶ Creativity to do something new or give a different use to something that already exists.

⁵ European Commission: „Statistical Data on Women Entrepreneurs in Europe. Brussels, 2014, p 9; available <http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations> (25.6.2018)

⁶ European Commission: „Statistical Data on Women Entrepreneurs in Europe. Brussels, 2014, p 10; available <http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations> (25.6.2018)

⁷ https://ec.europa.eu/growth/smes/promoting-entrepreneurship/we-work-for/women_en (25.6.2018)

⁸ European Commission: „Statistical Data on Women Entrepreneurs in Europe. Brussels, 2014, p 17; available <http://ec.europa.eu/DocsRoom/documents/7481/attachments/1/translations> (25.6.2018)

- ▶ Commitment to take responsibility for the project development.
- ▶ Strategic leadership towards sustainability
- ▶ Far-sighted approach and action-oriented decisions to build faire and more democratic societies.
- ▶ Negotiation abilities.

Training content – the overview

MODULE 1: The entrepreneurial state of mind

All entrepreneur women have three things in common: some fears, a good reason and adventures/experiences to tell. This training unit focuses on breaking fears, discovering the path of the hero, motivation 3.0 and experiential learning. However, sometimes entrepreneur women don't have a proper space to share between them their ups and downs. In this module, we will create a space of womanhood to share their commons.

MODULE 2: Youth women entrepreneurial skills

In this module participants will learn to assess their motivation and capability to pursue an entrepreneurial opportunity. Including practical aspects of being a young entrepreneur and generation of business ideas. Participants will learn how to start and operate a new enterprise and how to identify important resources that can help starting a new enterprise.

MODULE 3: Social Innovation companies: what makes the difference?

This module provides a review of social enterprises. Common business models in social innovative companies will be described as well as financing sources. Finally participants will learn what is pitching and how they can create an effective and attractive pitching to achieve their goals.

MODULE 4: Overcoming Challenges Facing Women Entrepreneurship

This manual also integrates the emotional part of becoming self-employed and provides tools to cope with fears and hard learning periods. Self-protection, burnout prevention and a balanced family and business life are necessary to build up a long lasting company. In this module participants will get in touch with time management tools based on the concept of time-balance, and concern with facts on burnout prevention.

The training course has been designed for 30 hours to be distributed along 5 days, however it can be adapted according to the different needs in terms of timing and distributed along a longer period of time, if needed. Each module in this training manual consists of a theoretical part (theoretical framework), where a trainer will find the main concepts and theory necessary to guide and follow up on practical exercises that can be found in the second part of each module (practical sessions). A section of practical sessions provides a detailed description of how different exercises and activities can be implemented, including duration of each exercise, methodological advises and variations.

The training contents and activities included in this manual has been tested during the training mobility that has been carried out within the framework of the project, from 10th to 14th last December (2018) in Innsbruck (Austria). During the training week interesting contents were tackled by a group of young female entrepreneurs or wanna-be entrepreneurs, coming from Lithuania, Spain, Austria and the Netherlands, such as skills to break with the fears of entrepreneurship, the characteristics of social innovation or the skills of young women entrepreneurs. The gathered feedback and discussions that took place were very useful to test the training contents and thus to be able to improve them and adapt them according to the needs of future mentors.



Educational concepts

Every topic is based on different theoretical background, although the following concepts can be found consistently in the manual.

○ Non formal learning/education

All the modules are based on non-formal learning concept. It establishes that this type of learning is purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways.

○ Lifelong learning

Moreover, the training modules have been created within the lifelong learning approach. Lifelong learning is understood as “ongoing, voluntary and self-motivated” pursuit of knowledge for either professional or personal reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability. It’s a term that evolves from “life-long learners” which recognize that learning is not confined to childhood or the classroom, but takes place throughout life and in a range of situations. Learning can no longer

be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). Instead, learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us. According to this theoretical structure humans have universal needs, such as competence, autonomy and relations with the rest. It's an innate need to direct our own lives, to learn and create new things, and to improve ourselves and the world around us. Only if people are satisfied they are motivated, they are creative and are happy.

Thus, all individuals have the inherent tendency to seek challenges, extend and exercise their skills, to explore and to learn. In this context the rewards (occupational) are only useful and effective in the short term. In the long term they can reduce motivation, since the performance of the task itself means an intrinsic gratification.

LEGO® SERIOUS PLAY®

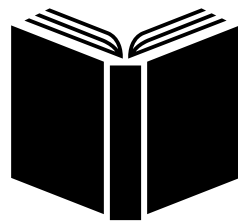
LEGO® SERIOUS PLAY® is built upon a process which stems from the heart of LEGO bricks and the LEGO system. Looking for a tool to unlock innovation within the company, the LEGO Group realized that a solution might be found in the LEGO System itself: just as the LEGO Group had been telling children to 'build their dreams' for decades, so perhaps adults could be asked to build their visions for future strategy.

Building upon the inclusive and participatory nature of the LEGO System, LEGO® SERIOUS PLAY® rejects the idea that external 'experts' must be brought in to identify problems, and to propose solutions; on the contrary, LEGO® SERIOUS PLAY® begins with the assumption that the answers are 'already in the room', and invites participants to 'think with their hands' to build their understandings. Every member of the team participates, and everyone has a voice. LEGO® SERIOUS PLAY® went through a number of iterations from 1998 to 2010 and has been successfully used by businesses around the world. Furthermore, the LEGO® SERIOUS PLAY® concept has been developed to meet the needs of teachers and educators, and specially designed 'LEGO® SERIOUS PLAY® for Education' products and training are available for this target group (see <http://educatorsweb.lego.com>).



Why to use LEGO bricks?

There are a number of reasons why LEGO bricks are particularly well suited to this kind of process. The material makes it easy for participants to put together satisfying models which represent something that they wish to communicate. They do not need significant technical skills; the LEGO System is familiar to many, and even if they have not used LEGO bricks before.



MODULE 1. THE ENTREPRENEURIAL STATE OF MIND

INTRODUCTION⁹

The first module of the WOMCA training course is aimed at giving mentors the theoretical knowledge and the practical tools to empower and inspire young (would-be) women entrepreneurs to undertake their journey towards the establishment of their own social business without fears and enhancing their inner motivations.

The module will give the mentors a set of instruments to create a trustworthy bond with the mentees exploring the main barriers women face when taking the decision to establish their own business. It is aimed at providing the mentors a clear understanding of how to support the young mentee during the learning journey.

The module addresses the following topics:

- The hero's journey will give mentors a view on the goals and expectations of the mentees' path and the obstacles that make the journey more difficult.
- Goddesses in Everywoman is a reference book for those women who want to undertake a mentorship journey.
- Motivation 3.0 illustrates how the inner driving force of each individual influences the success of any initiative an individual engages in.
- The theory of experiential learning focuses the process of learning as a reflection activity on a specific experience.

The module explores how a mentor can accompany the mentee in her entrepreneurial journey and in the learning process; afterwards it presents the tools to fight the mental barriers women face when deciding to become entrepreneurs. Finally, the module provides a series of activities designed to support the mentor.

Objectives

The main objectives of this training module are:

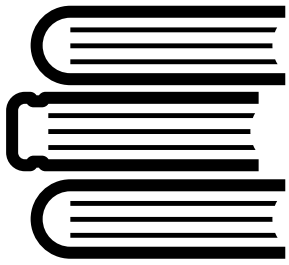
- ☒ To learn concepts such as mentor, mentee and mentoring;
- ☒ To implement and conduct activities as a mentor that lead to the creation of a relaxed environment in which the mentees feel safe, comfortable and respected;
- ☒ To empower young (would-be) female entrepreneurs to face the main obstacles that prevent their success and give them tools and suggestions based on their own experience and journey;

⁹ This module has been developed by I-Box Create.

- ☒ Provide new and innovative non-formal training materials to young female mentors.

Competences

- ▶ Fears management: Facing up main fears and techniques to manage them.
- ▶ Motivation 3.0: how to find and enhance the inner motivation in one's self and how to instil this feeling in others.
- ▶ Experiential learning: techniques to use tools and activities that enhance the learning process through the reflection on the experience.



THEORETICAL FRAMEWORK

The mentoring relationship

Although women constitute 52% of the total European population, only 34.4% of the EU self-employed and 30% of start-up entrepreneurs are female. Among the reasons explaining this phenomenon, we find that women have lower faith in their entrepreneurial skills (Brush et al., 2008) and are also less optimistic about the profitability of their enterprise (Eurostat, 2008). Female entrepreneur networks, which are major sources of knowledge about opportunities for successful entrepreneurship, can bolster the self-confidence of women entrepreneurs (OECD, 2012). In this sense, the European commission has set up programs such as the “ambassadors Network” of 270 successful entrepreneurs campaigning to inspire women of all ages to set up their own business or the European Gateway for Women’s Entrepreneurship – WEgate, an e-platform launched by the European Commission to support women entrepreneurs across Europe providing them with a space to share knowledge and useful information. Another ambassador programme has been successfully operating in Sweden since 2008. This kind of initiatives acknowledge the importance of having female references and mentors to boost female entrepreneurship. In fact, among the main obstacles faced by women we also find the lack of guidance in the access to information and the difficulty in accessing networks for business purposes (European Commission, 2014).

The establishment of a mentoring relationship between experienced female entrepreneurs and young female entrepreneurs with little or no experience in business management represents a way to encourage and support the entrance into the labour market of an unexploited part of the European labour force. Entrepreneurial mentorship has the potential to help a mentee developing the necessary skills to break down the barriers that obstacle the access into the business world through the guidance and support of women who have already gone through the same path.

Mentoring can be defined as a professional partnership in which an experienced person (the mentor) assists another person (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person’s professional, personal and career growth.

A mentor is an individual willing to help, listen, observe and guide a mentee who is willing to be mentored to succeed in an endeavour. The mentoring relationship depends on both the parties involved – mentorship is successful only when the mentor and the mentee trust each other and are both willing to learn from each other. In the case of the WOMCA project, the partners have decided to develop a training programme in which mentors and mentees are peers – they have only experienced different pathways from which the mentees can learn and be inspired.

Although there is no single formula for good mentoring, it is widely agreed that there are basic key characteristics and behaviours for good mentoring (Ohio State University, 2015). Therefore, it is important that both the mentor and the mentee have their role clarified and know what their objectives are before starting the journey.

The role of the mentor is to help the mentee gain clarity on actions that they should take in order to achieve their goals, helped by tapping into the mentor’s experience, success and mistakes. The mentee, on the other side, should have a clear understanding of what she wants to achieve through the mentoring relationship and be actively involved. It is in fact crucial for the mentee to invest time and willingness to learn during the journey.

Mentorship is about trust and credibility, which can be achieved only if there is mutual respect between the parts. A fruitful mentoring relationship starts when both the mentor and the mentee share the same interpretation of the goals and expectations of the other.

The finalisation of the journey should include an evaluation and assessment moment, in which the mentor and the mentee check whether if the goals have been met and if the journey has been productive.

In the framework of the WOMCA project, the mentor is a young female entrepreneur who has more expertise and entrepreneurial experience than the mentee. The mentee is a young woman with little or no business experience who is willing to find her way towards the start-up of her own enterprise. The project course aims at giving the framework and tools to establish mentoring relationships in which the young mentor learns about new ideas, strategies and tactics from the mentee, and the mentee learns from the mentor's wisdom and experience.

In the next table you will find a list of key characteristics and behaviours useful for a mentor to establish a successful relationship with the mentee. The list includes those aspects that make the mentorship journey safe and open for both parties.

Table 1: Key characteristics and behaviours for mentors

| | |
|------------------------------------|--|
| Approachability | Let your mentee know you are available and interested. Share personal information and relate to them. Let them know they can come to you and you care. |
| Sharing | Share experience, feelings, observations and knowledge openly. Establish a pattern of mutual information exchange. Encourage trying new things and expanding their knowledge. |
| Confidentiality | Honour sensitive personal or professional information either of you might share |
| Openness | Find ways to make sure contact is regular and meaningful |
| Trust | Ensure your mentee feels free to discuss issues without fear of reprisal or judgement. Create an atmosphere where it is comfortable to test ideas and explore |
| Respect | Let your mentee know you respect their time and opinions. Acknowledge their skills and knowledge |
| Appropriate feedback | Express how you feel in a respectful and gentle manner. Timely, assertive, empathetic and honest information is important. |
| Technical expertise | Remain current with your own knowledge (or acknowledge if you might be and suggest where your mentee might seek additional information) |
| Support | Be motivating, encouraging, positive and empowering. Provide emotional, intellectual and practical support. |
| Commitment | Invest sufficient time in the relationship... mentor regularly. |
| Desire | Be truly interested in helping someone else, without promise of help in return |
| Reliability and consistency | Both you and your mentee should carry out agreed-upon actions |

The key aspects for a fruitful cooperation between the mentor and the mentee include the creation of a relationship of trust with clearly defined roles and responsibilities and in which the objectives are explicit. Furthermore, the positive outcome of a mentoring journey depends on the use of an open and supportive communication, with the mentor and the mentee feeling free to express their feelings and collaboratively solving the problems arising along the path.

When the mentor and the mentee have a clear idea of their respective roles, the relationship will be better defined. Clear boundaries lead to mutual respect and commitment towards the same set of goals.

Breaking the fears

The fear of failure can deter women from starting up their own businesses. The *Women's Entrepreneurship 2016/2017 Report* shows how women perceive less entrepreneurial opportunities in respect to men in Europe and points out also that women consider themselves as less capable of managing a business. In most of the European economies women do not think they are capable of launching their own enterprise, but those women who are running a business are likely to have a higher education degree, suggesting that a great level of education does little to instil confidence in women's business abilities.



Start-up activity is therefore affected by the perception and existence of obstacles by (would-be) women entrepreneurs. Together with the challenges that female entrepreneurs face when running a business – like access to finance and information, lack of substantial training, access to business networks and the difficulty of combining the familiar and professional life (Eurostat, 2014), there are also other concerns that make women would-be entrepreneurs fear they might fail. The consequences that can surge after an entrepreneurial failure have repercussion on the legal, economic, social and psychic aspects of the life of the entrepreneur. A woman who has to sustain herself and her family, may be dissuaded by the uncertainty that comes with entrepreneurship. In most of the cases, choosing an employed steady

income is a safer option.

The European Training Foundation (ETF) in 2013 published a recommendation for training women in entrepreneurial skills. The report sheds its lights on the untapped and underused female entrepreneurial potential due to a variety of educational, cultural and institutional factors that appear to obstacle women's entrepreneurial careers.

The ETF confirmed that the most cited challenges faced by women are cultural traditions, stereotypes, prejudices, the lack of education and training opportunities and access to networks. Thus, the ETF sustains the WOMCA approach, suggesting the adoption of non-formal and informal training paths and the creation of female entrepreneurial role models' networks. The European entrepreneurial panorama is currently dominated by male role models who have an impact on women's perception of entrepreneurial careers. Encouraging women through the establishment of networks of female entrepreneurs and mentors can reverse the dominating panorama and encourage would-be business women to develop their own ideas into real careers.

Mentorship is a way to improve women's understanding of the entrepreneurial world and career through the knowledge and know-how of someone who has already gone through a similar experience. It can empower the mentee and fight the

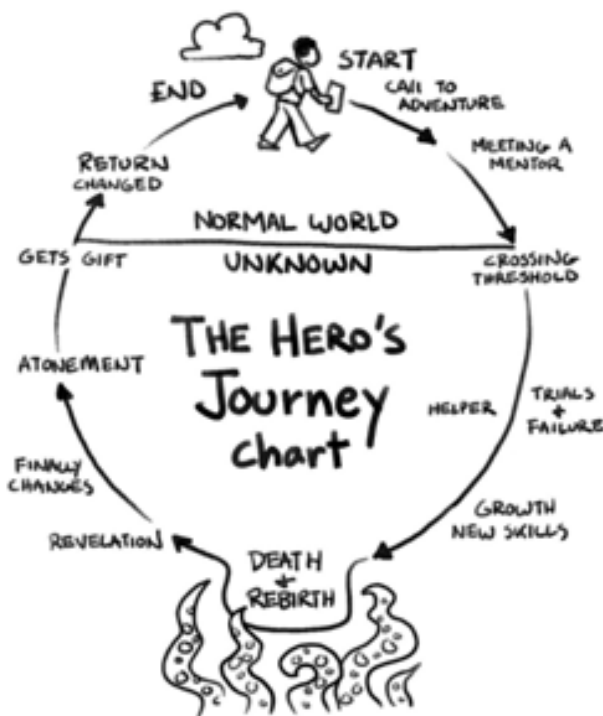
sense of non-belonging or incapability that prevent women from starting up their own business. A mentor has in fact a deeper understanding of the mentee's fears thanks to her previous experience and can therefore be a trustworthy guide for the new entrepreneur. The mentorship relation will be a way to exchange good practices and tips and also a way to counterbalance the predominance of male models. This way of informal learning among peers will instil courage in the mentee and help her find valuable ways to contrast her fears.

Having acknowledged that training and education play an important role in fostering women entrepreneurship, mentorship seems to be the most appropriate and tailored way to give women the opportunity to learn. Peer learning and access to networks are important for building confidence, solve real-life business problems and contrast the fears of starting up a business.

The mentor in the Hero's Journey

The WOMCA mentor has the role of supporting the mentee along the path that can eventually lead to the starting up of a new business. A mentor has an important and difficult task which is to communicate her wisdom and knowledge to the mentee and make sure the message is understood. In fact, an effective communication is capable of maintaining the mentee motivated towards her goals.

Christopher Vogler, an American scriptwriter, in 1992 wrote a seven-page memorandum entitled *The Writer's Journey: Mythic Structure for Writers*. He got inspired by a Joseph Campbell's work, *The Hero with a Thousand Faces* (1949) in which he describes the journey of an archetypical hero. Both Vogler and Campbell agreed on the existence of a shared pattern in the way stories are narrated in novels and scripts. They recognise that often the main characters (Heroes) undergo a journey which is common in many narrations and that can be attributable also to the first heroes of the mythological tales.



In literature it is quite common to see the Hero's Journey represented. The most known examples are Homer's *Odyssey* and Dante Alighieri's *Divina Commedia*. This storytelling pattern is considered so universal that it has inspired artists like Bob Dylan and Jim Morrison, and movies like *Aladdin*, *Lion King* and *Star Wars*.

The scheme of the journey is represented in the figure on the right: the hero receives a call to adventure and after having accepted s/he moves from the known and ordinary world to an uncommon and unknown one. The hero then moves into an extra-ordinary world where challenges and hazards are waiting for her/him. The journey into this unexplored world will be a way to discover the rules to survive and progressively return to the ordinary world. The route is in general full of risks and traps, but the hero will have to face the challenges to be redeemed and overcome all the hazards that put him/her to the test.

Figure 1. The Hero's Journey, source: <http://www.dopeame.com/blog/2016/5/16/the-heros-journey>

One common element in Vogler's and Campbell's analysis is the presence of a mentor who's usually a protective and wise guide who educates and trains the hero. Before starting their adventure, most of the main characters meet this source of wisdom, reflected in the figure of the mentor who appears when the hero accepts the call to adventure. The mentor will guide the hero in his/her real or spiritual journey using his/her moral strength and experience.

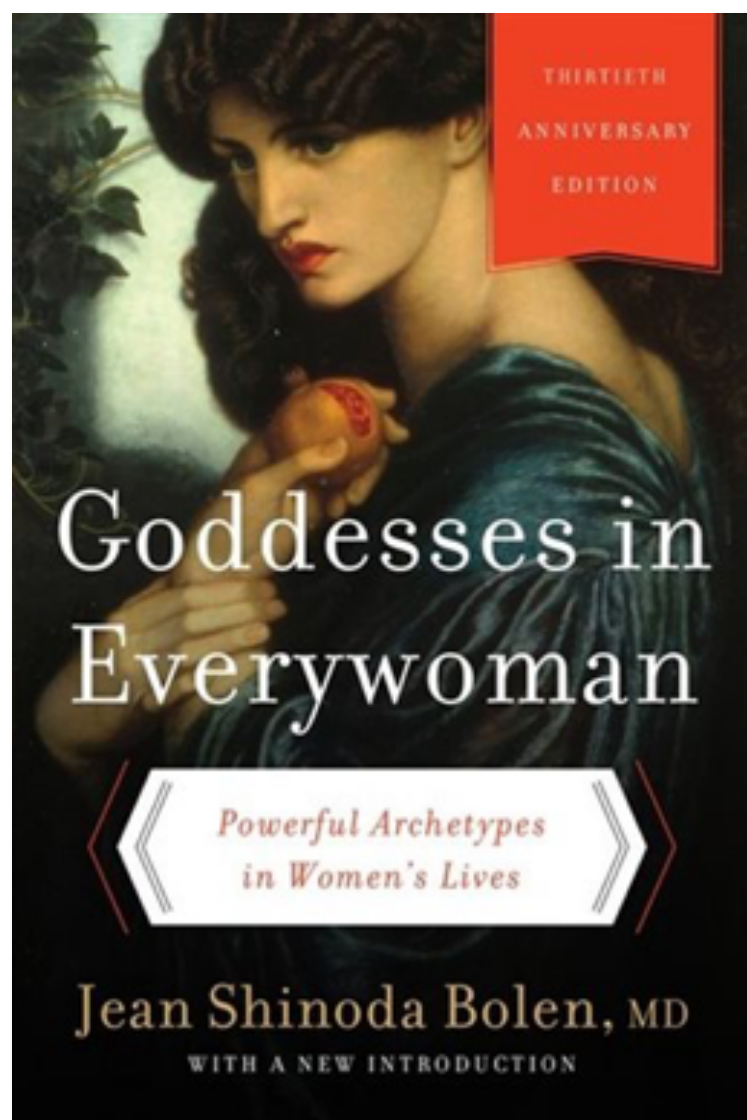
According to Vogler, the hero would not undertake the journey without the help of the mentor. The mentor is usually an ex-hero, someone who has already been through the same hero's journey and knows the extra-ordinary world better than the hero, for this reason s/he can donate the know-how and power s/he has previously acquired to the person who's now taking the journey.

WOMCA project stems out exactly from the findings of Vogler and Campbell. The activities presented in this module and in the following ones are based on the belief that a young entrepreneur would be reluctant in taking any step towards her self-employment and financial independence without the help of a more experienced mentor who is already acquainted with the journey and can transfer knowledge and expertise to her. The Hero's Journey is also a metaphor of the entrepreneurial career path of an unexperienced would-be business woman.

Enterprising can be seen as an adventure itself, a path towards the discovery of unknown scenarios – access to financing, contrasting stereotypes, prejudices and fears, and the revelation of solutions also thanks to the support of the mentor.

Goddesses in everywoman

In 1984, the American psychiatrist Jean Shinoda Bolen wrote *Goddesses in Everywoman* a book that represented a turning point in the representation of female archetypes. The author describes seven archetypal goddesses whose behavioural patterns and personality traits are still relevant and particularly interesting for the work of a female mentor who wants to help her peers developing their professional careers.



Carl Gustav Jung established that archetypes are highly developed elements of the collective unconscious. They are universal, archaic patterns and images that derive from the collective unconscious and are the psychic counterpart of instinct. They are inherited potentials which are actualized when they enter consciousness as images or manifest in behaviour on interaction with the outside world. Jean Shinoda Bolen has explained the relation between actual women and Greek Methodology Goddesses using the Jungian archetypes. She introduced goddesses as psychological patterns and symbolic figures.

The seven goddesses described by Bolen represent seven different and fascinating stories which can be helpful to explain female true inner selves and get women closer to understanding who they are and their behaviours. As Gloria Steinem wrote in the preface of the latest version of the book: 'the highest value of this book lies in the moments of recognition it provides. [...] when we recognise what we ourselves have experienced, feel trust because of that truth, and then are taken one step further to an understanding of, "Yes, that's why".'

What is interesting for the WOMCA mentor is the neutral description of the female archetypes. Women are not only described as related to their male partners or as just mothers or lovers. J. S. Bolen defeats the male dominated narration that predominated her patriarchal society and builds seven goddesses' profiles which include a variety of psychological traits to which women can associate themselves with. It is even more

revolutionary if we think that the patriarchal society and the three main religions are based upon male authority and monotheism. The relation with a goddess within make women not only gain powerful insights on their personal lives but also political position.

The approach of J. S. Bolen can thus be an inspiration for the WOMCA mentor who has the role of guiding a young female entrepreneur along her journey of acquisition of skills and competences to establish her own business. A mentor who acknowledges the power of archetypes on the way a person perceives herself is also capable of providing a better model to her mentee. What Bolen has achieved in her work was to give women seven role models, with both positive and negative tendencies. The goddesses can be found in all women and the fact that women are now able to see their qualities in the goddesses will help them understand who they are and why they feel or behave in certain ways.

Bolen has empowered every woman by giving them the right to cultivate the goddess in within themselves and become better heroes in their own life stories. The WOMCA mentor can help the mentee in this journey, in fact having a business woman who succeeded in establishing her own enterprise as role model can provide the mentee with a different story – one which is not defined by men, a story that actually fits her because is the narration of another woman.

Thus the mentor can help the mentee understand who is or are the goddesses in herself, how they work and make more conscious and authentic choices.

Motivation 3.0

Motivation 3.0 is a new motivational structure that, without rejecting occupational rewards and punishments that are typical in traditional motivation systems since the last century (Motivation 2.0), focuses on intrinsic incentives. This motivational system is especially valuable when undertaking economic or social entrepreneurship activities.

The survival of Motivation 2.0 to this day has been based on its operational simplicity. However Motivation 3.0 questions whether if individual drive and interest can be appreciated at the same level as for any animal. The rewards for a well done work, or punishments for the not done or not properly done work, are especially useful in contexts of routine works, for example when the activities are repetitive and easy to resolve. Motivation 3.0 theory affirms that this approach is mistaken for works of heuristic nature, for which there is not a unique way of resolution and where individual's involvement in creativity and innovation turns out to be the crucial element. And in the current state of economic development, immersed in a constant technological change on the basis of computing paradigm, an overwhelming majority of jobs and entrepreneurial actions are heuristic in nature. Moreover, only on the triad of innovation, creativity and self-management successful businesses are generated. It is in this context that intrinsic motivation is seen as the only valid way for the economic initiative of this century.

Intrinsic motivation, or 3.0 Motivation, is based on Self-Determination Theory (SDT) developed by Edward L. Deci and Richard Ryan, who began their work on intrinsic and extrinsic motivation and basic psychological needs in the mid-1970s. According to SDT, human beings have three intrinsic universal needs, such as competence, autonomy and relations with the rest of people. We can translate these necessities as the innate necessities of a person to direct his own life, to learn and create new things, and to improve her/himself and the world around. When these needs are satisfied there are positive consequences on the psychological health and well-being of the individual.

In the SDT we distinguish between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome (R.M. Ryan, E.L. Deci, 2000). These two types of motivation lead to different experiences and performances and SDT studies exactly what facilitates or hinders motivation in terms of social and environmental factors.

A sub theory of SDT is the Cognitive Evaluation Theory (CET) presented by Deci and Ryan (1985) who argue that intrinsic motivation can be enhanced by interpersonal events and structures such as rewards, communications and feedbacks because they satisfy the psychological need of competence. This feeling of competence enhances the inner motivation of an individual only if accompanied by a sense of autonomy, meaning that they need to feel that their behaviour is self-determined. In this perspective, choice and opportunity for self-direction are intrinsic motivators.

What is interesting for the WOMCA mentor is how intrinsic motivation reflects the natural human propensity to learn and assimilate (R.M. Ryan, E.L. Deci, 2000). A person can be considered motivated if s/he is moved to do something. These factors need to be taken into consideration by a mentor when supporting her mentee. In fact, a mentee can experience tangible rewards, threats, deadlines, directives and competition pressure as controllers of their behaviour. In studies conducted in classrooms, it has been noticed that students who are overly controlled lose initiative while those students who have seen their autonomy supported by the teachers instil greater intrinsic motivation and curiosity (R.M. Ryan, E.L. Deci, 2000).

Thus, activities that are experienced as inherently interesting by the individual satisfy the innate psychological needs of the individuals. For the activities which are not intrinsically appealing, there is the need to understand how external motivators work. Since extrinsically motivators are not inherently interesting because externally prompted, the only way for a person to be willing to adopt an external behaviour is to feel related. Providing a sense of belongingness has been proven to enhance the internalization of the extrinsic tasks by the individual, in fact approval from a teacher boosts a student's assimilation of new regulations. Externally motivated tasks or activities can thus become more self-determined if internalised or integrated by the individual.

Motivation 3.0 theoretical background can be a mentor tool to keep the mentee interest and inner willingness constant. A mentor should always be aware of the importance of inner motivation and the way in which extrinsic factors can boost it or diminish it. The surrounding environment and the relationship with the mentor can easily influence the mentee's perception of her goals and her willingness to continue the journey.

WOMCA suggested activities are built on the assumption that mentees possess already a good level of competence and autonomy. Since they choose to take part to the course, an inner motivator is already present. But the journey of the hero is not just about intrinsically motivated steps and activities. The mentor's role is also to support the mentee during the journey and make her feel related and capable of undertaking the journey, especially when she has to internalise and integrate externally imposed tasks.

The theory of experiential learning of David A. Kolb

David A. Kolb, the American educational theorist who dedicated his studies to the experiential learning theory, defines learning as the process whereby knowledge is created through transformation of experience (D.A. Kolb, 1984).

Experiential learning is not centred in the outcomes of the learning act but on the process of learning as a holistic process of adaptation to all human settings. The experiential learning theory applies not only to educational settings but also to professional and personal ones (D.A. Kolb, 2014). In fact Kolb argues that learning is a constant process of knowledge creation and exchange between the individual and the environment.

Kolb describes the experiential learning process as a cycle¹⁰ in which the mere act of doing an activity is not enough to promote learning, in fact the learner needs to be actively involved in the process. A key success of the learning process in

¹⁰<https://www2.le.ac.uk/departments/doctorscollege/training/eresources/teaching/theories/kolb>

Kolb's cycle is debriefing, or processing the experience at the completion of significant activities. Kolb firmly states that learning happens only when the individual reflects back on what s/he has just achieved. In Kolb's cycle the learner has an active role, in contrast with what usually happens in schools where the teacher is the source of knowledge that the learner receives. According to Kolb (1970) learning has an effect only when the learner has the desire to absorb the knowledge.

The learning process is thus considered effective only when an individual progresses through a four-stage cycle: (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.



Figure 2. Experiential learning cycle.
Source: McLeod, S. A. (2013). Kolb - Learning Styles. Retrieved from www.simplypsychology.org/learning-kolb.html

The experiential learning theory has been introduced in this module because it is important for WOMCA's mentors to understand how the process of learning works, especially in a non-formal context based on the exchange of knowledge and experiences. As the previous figure shows, experiential learning is a process of constructing knowledge through concrete experience and abstract conceptualization to grasp the experience and reflective observation and active experimentation to transform the experience into a tangible learning outcome. Thus the learner needs to touch the four learning modes – experiencing, reflecting, thinking and acting to effectively complete the learning cycle.

In the WOMCA mentoring journey, both the mentee and the mentor will undergo a learning process. The experiential learning theory helps explaining how to learn and be successful at learning. To do so, Kolb (2009) suggests to trust your experience and trust the learning process. This basically means to place the experience at the centre of the process and validate your choices in your experience. In this way the learner will take charge of his/her personal learning. Trusting the learning process means not focussing on the outcomes but rather on the progresses made over time.

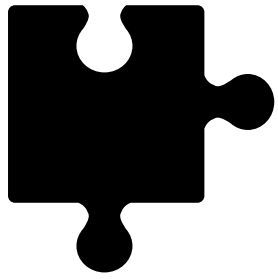
For a learning process to be effective, the learner should learn how to control emotional reactions that block learning. Loosing takes with itself a great knowledge and embracing the failures teaches as much as winning. In this perspective, it is important for the learner to consciously define his/herself as a learner. In fact, the way the learner characterises him/herself influences his/her ability to learn.

Therefore a learner needs to develop (Kolb & Kolb, 2009):

- Capacity for experiencing, meaning the capability of fully opening oneself,

- ▶ Capacity for reflecting,
- ▶ Capacity for thinking,
- ▶ Capacity for action.

In a mentor-mentee relationship in which both parties are willing to learn from each others and from the journey they will undertake together, the experiential learning process theory can be a great source of inspiration. In fact, the mentee and the mentor need to be well disposed to learn, being open to the experience and also prone to assimilate the journey transforming the experience into action through reflection and thinking.



PRACTICAL SESSIONS

As previously described, all female (would-be) entrepreneurs have three things in common: some fears, a good reason to enterprise and expertise to share. These three elements are common to every woman who decided to start up and create. Entrepreneur women enrich our societies with their ideas, strengths, creativity, perseverance, attitude and skills.

However, sometimes entrepreneur women do not find a proper space to share between them their ups and downs, to find pieces of advice from other women who have faced the same situations in the past nor can find mentors who can guide and accompany them in their way to entrepreneurship. Knowing this, in this second part of the module, we provide activities for mentors to help them work with young women willing to establish a social enterprise. The activities touch the topics we have treated in the first section, such as managing fears, taking decisions, or motivation 3.0 among others.

The first activities are related to the most hidden topic when we speak about entrepreneurship: FEARS. All entrepreneurs, had/have/will have fears, thus, the proposed activities provide techniques on how to face those fears. We will speak about fears – a taboo in entrepreneurial mind-set - and about success - and its fairy-tale approach in today's world.

We will continue introducing the concept of Goddesses Journey, to deeply dive into participant's experiences and how they made them the women they are now.

We will finish with a topic that it's also fundamental for entrepreneurs, the reason, the why? The motivation for which they do what they do. And most important, how to motivate others as coaches: challenges & best practices.



TRAINING OVERVIEW AND ACTIVITIES

| Nr. | Duration | Topic | Exercise name/Method |
|-----|------------|------------|---------------------------------|
| 1 | 15 minutes | Welcome | Day's overview |
| 2 | 15 minutes | Icebreaker | Identity game |
| 3 | 90 minutes | Activity | Godnesses journey/ world coffee |
| 4 | 90 minutes | Activity | Fears in a silence wall |
| 5 | 15 minutes | Icebreaker | Pillow race |
| 6 | 75 minutes | Activity | Motivation / the circle |
| 7 | 30 min | Debriefing | The candy |

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| Nr: 1 | |
| Exercise Name | Day's overview |
| Specific objectives | Introduce the day schedule to the participants: WHAT WE WILL DO Facilitators presentation: WHO ARE WE |
| Duration | 15 minutes |
| Material/room | Flipcharts made by facilitators with the schedule. In this way everyone can check it and make changes if necessary. |
| Nr of participants | 15 participants and 1 facilitator |
| Description | The mentor introduces the day schedule to the participants to have an overview of the activities and the breaks. The facilitator/facilitators and the participants will present themselves to the group to get to know each other. |
| Methodological advise | N/A |
| Variations | N/A |

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| Nr: 2 | |
| Exercise Name | Goddesses journey |
| Specific objectives | <ul style="list-style-type: none"> • Increase knowledge about the <i>Hero's Journey</i> for Entrepreneurship • Clear understand of the different phases of the Hero's Journey • Team-work • Relate their own personal experience with the example of Hero's Journey |
| Duration | 90 minutes |
| Material/room | <p>12 flipcharts for the hero's journey and 15 flipcharts for the individual experience of participants.</p> <p>Total: 30 flipcharts. Pencils, pen, colour pencils, colour pens, post its.</p> <p>https://www.youtube.com/watch?v=d1Zxt28ff-E</p> |
| Nr of participants | 15 participants |
| Description | <p>This activity will be divided in two connected activities:</p> <ul style="list-style-type: none"> • World Café about the Goddesses journey • Graphic design of your own experience and sharing moment with the group <p>At first the facilitator will explain the <i>Hero's Journey</i> specifying that Hero is not related with masculine meaning as Hero was a priestess in Greek mythology. The facilitator will refer to the <i>Hero's Journey</i> and the <i>Goddesses in Everywoman</i> book and explanation in section one of this module.</p> <p>The Goddesses Journey is divided in fourteen different steps that the Goddesses need to go through:</p> <ul style="list-style-type: none"> • Ordinary world <p>This step refers to the Goddess normal life at the start of the story, before the adventure begins.</p> <ul style="list-style-type: none"> • Call to adventure <p>The Goddess is faced with something that makes her begin her adventure. This might be a problem or a challenge she needs to overcome</p> <ul style="list-style-type: none"> • Refusal of the call <p>The Goddess attempts to refuse the adventure because she is afraid</p> <ul style="list-style-type: none"> • Meeting with the mentor <p>The Goddess encounters someone who can give her advice and prepare her for the journey ahead</p> <ul style="list-style-type: none"> • Crossing the first threshold <p>The Goddess leaves her ordinary world for the first time and crosses the threshold into adventure</p> <ul style="list-style-type: none"> • Test, allies and enemies <p>The Goddess learns the rules of her new world. During this time, she endures test of strength, of will, meets friends and comes face to face with fears</p> <ul style="list-style-type: none"> • Approach <p>Setbacks occur, sometimes causing the Goddess to try a new approach or adopt new ideas</p> <ul style="list-style-type: none"> • Ordeal <p>The Goddess experiences a major hurdle or obstacle, such as a life or death crisis</p> <ul style="list-style-type: none"> • Reward <p>After surviving death, the Goddess earns her reward or accomplishes her goal</p> <ul style="list-style-type: none"> • The road back <p>The Goddess begins her journey back to her ordinary life</p> <ul style="list-style-type: none"> • Resurrection of the Goddess |

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| | <p>The Goddess faces a final test where everything is at stake and she must use everything she has learned</p> <ul style="list-style-type: none"> • Return with Elixir <p>The Goddess brings her knowledge or the so called “elixir” back to the ordinary world, where she applies it to help those who remained there.</p> <p>The title of each stage of the journey will be written down in a flipchart. The participants will have 2 min per flipchart to write whatever comes to their minds about that stage of the Goddess journey. After those 2 minutes, they will give that flipchart to other participants and receive a new one from another one and repeat the brainstorming session. When all the flipcharts are done - estimated time 30 minutes, the participants will explain what each stage has meant for them.</p> <p>After that, each one of the participants will have 10 minutes to create their own Goddess journey in which they will explain the path that they had to walk to arrive where they are now. Each one of them will have 4 minutes to present their own journey and share with the rest their experiences, learnings, knowledge and thoughts.</p> |
| Methodological advice | It can be made on the floor or also in groups with chairs if the number or participants increases. |
| Variations | N/A |

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| Nr: 3 | |
| Exercise Name | Identity game |
| Specific objectives | <ul style="list-style-type: none"> • Get to know each other • Create a sharing atmosphere and trust between participants • Identify ourselves with 10 items • Develop creativity through drawing and painting |
| Duration | 15 minutes |
| Material/room | White papers, pencils, colour papers, pens, colour pencil and pens, etc. |
| Nr of participants | 15 participants + 1 facilitator |
| Description | <p>The facilitator will start speaking about the word <i>identity</i> and how every day in our life we define ourselves in terms of gender, nationality, culture, preferences, political orientation, etc.. However, most of the times we don't even think about the labels we have chosen and that represent us.</p> <p>After that short introduction, the facilitator will give to the participants a white paper and some colours. Each participant will draw 10 things that describe them better. The things they will choose need to be drawn. Also short words can be used, but drawings are preferable. It can be anything: things we like/dislike, colours, words, actions, materials, emotions, etc. Everyone can define themselves as they wish.</p> <p>Once participants had 5-7 minutes to finish their identity paper, they will sit in circle and each of them will describe herself through the 10 things she has chosen. Anyone will be free to ask about the identity items of the others and check which ones they share, which are the most relevant for them.</p> |
| Methodological advice | Let the participants draw in the places they feel more comfortable and using all materials at disposal. |
| Variations | Instead of sitting in circle, participants can divide themselves in pairs. When each pair has learnt the personality traits of the other, each person will then tell to the rest of the participants what she has learnt from the partner thus presenting the person she came to know. Generally, when in big groups, speaking about "others" is easier than talking about yourself. |

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| Nr: 4 | |
| Exercise Name | Face your fears |
| Specific objectives | <ul style="list-style-type: none"> • Speak about your deepest fears and share them with the group • Be aware about your fears and list them • Create a trustworthy atmosphere • Change approach to face your fears |
| Duration | 90 minutes |
| Material/room | Laptop, speakers, internet connection/WIFI, balloons, colourful clay, post its, pen, pencils, colourful pencils/pens, white papers |
| Nr of participants | 15 participants |
| Description | <p>This activity will focus on participants' fears and how to overcome them.</p> <p>At the beginning of the training, we will ask participants to write down in two post its (yellow and green) their biggest fear and their biggest motivation. These information will be used later.</p> <p>For the workshop 10 flipcharts are necessary to create a paper panel on the wall. In the top of the panel the facilitator will write "<i>We suffer more often in imagination than in reality</i>", Seneca. We will give to all the participants a pencil to write what they want in the paper panel. We set up a music device with relaxed music in a really low volume. We welcome participants to our silence conversation. Every one of them can write whatever they want on the wall related with Seneca's sentence and start up a conversation from it. It will be a silence wall conversation about fears. The activity will take around 30 minutes.</p> <p>Afterwards a video will be played. The video is about fears and how to face them. At the end of the video, participants will be given enough time to reflect.</p> <p>Participants will then create their own fears list in which they will write down also how to prevent them. They will have 15 minutes for this activity.</p> <p>After, they will get in couples to speak about how they felt writing down their fears. After 10 minutes, each participant will have 5 minutes to speak about her fears and in circle will speak about what they think about the activity itself.</p> <p>To give them one example to overcome and face their own fears, as they limit them in so many ways, the facilitator can show the viral story of Michelle Polen, a woman who decided to list her 100 fears and face all of them in one year.</p> |
| Methodological advice | In the silence wall facilitators can write down crucial questions as: how do you face your fears? How do you help your customers to face it? What does braveness mean for you? |
| Weblinks, Videos, Pictures, further material | https://ed.ted.com/featured/UzQNmoGG (13.21 minutes) https://www.youtube.com/watch?v=1PV7Hy_8fhA (15.09 minutes) https://www.youtube.com/watch?v=2dbNRGiqaam (14.59 minutes) |

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| Nr: 5 | |
| Exercise Name | Pillow Race |
| Specific objectives | <ul style="list-style-type: none"> • Energize the group after the coffee break • Go-back to the activities • Work team • Create a playful atmosphere |
| Duration | 10 minutes |
| Material/room | Two pillows |
| Nr of participants | 15 participants |
| Description | <p>All participants have to be seated on the floor in a circle. Each one of them will be divided in two teams, the selection will be 1,2,1,2,1,2,1,2... but they keep seated as they are. Each one of them 1 (or 2) will be between two people from team 1 (or vice versa). Each team will have a pillow. Pillows will be given to two participants who are in opposite positions within the circle one from team 1 and in front one from team 2. When the facilitator says <i>go!</i> participants need to give the pillow to their teammate who is closer to them in clock sense. The team who catch and exceeds the other-team pillow wins. Two/three races can be made if participants like it.</p> |
| Variations | Participants can be seated on chair if more uncomfortable. |

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| Nr: 6 | |
| Exercise Name | Motivation |
| Specific objectives | <ul style="list-style-type: none"> • Speak about self-motivation and the reason for starting up an enterprise • Increase motivational tools • Create a clear motivational message for coaches' customers • Share within the group the best practices in their practical work |
| Duration | 75 minutes |
| Material/room | 15 chairs, 15 flipcharts, pencils, pens, colour pencils/pens, post its, a mobile to record, speakers, laptop, WIFI connection, camera |
| Nr of participants | 15 participants |
| Description | <p>After lunch, when the participants will go back to the space in which the workshop is placed, they will discover a 15 chairs circle in which they will seat giving the back to each other. Facilitators will recommend them to close their eyes and relax as much as they can. Relaxed music will start to play in a really low volume. After 10-15 seconds of that atmosphere, the facilitator will say with really sweet voice: "Here your deep motivations to wake up every day and change a bit the world" and will start to read aloud everyone's motivation post-it.</p> <p>Once all of them have been read, the facilitator will give 2-3 minutes of silence reflection to participants (this activity will take around 15-25 minutes). Subsequently, the facilitator will introduce the 6.20 minutes' motivational video and the participants will watch it.</p> <p>The next activity, will be the <i>best practices living library</i>. Each one of the participants that have experience in motivating their clients will be an "open book" and they will tell their stories to the rest. There will be simultaneous stories. Each "alive book" will be in a corner of the room and the rest can change from ones to others, no matter how long they stay in which or if they listen to all them or not. (25 minutes)</p> <p>Lastly, participants will be divided into groups in which they will create an activity, a speech, a video, a song, etc. in an innovative and creative way. (30 min: 20 creation +10 exposition, 2 per group)</p> |
| Methodological advice | The climate of the workshop should be so chilled and relaxed. |
| Variations | If the facilitators want to join the activity they can write down their motivations too and be part of the circle. |
| Weblinks, Videos, Pictures, further material | https://www.youtube.com/watch?v=g-jwWYX7Jlo (6.20 minutes) |

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| Nr: 7 | |
| Exercise Name | The Candy |
| Specific objectives | <ul style="list-style-type: none"> • Debrief the day and the activities: processing group's experience at the completion of significant activities • Reflect back in what and how they have learnt (if we didn't it's also fine) • Be aware of the group's achievements • Speak in public and with confidence about their own opinions |
| Duration | 30 minutes |
| Material/room | One candy per participants (it must be a wrap candy) plus one for the facilitators. It might be better if there are 20-25 wrap candies just in case. A small trash can/bin to throw the wraps during the activity is also needed. |
| Nr of participants | 15 participants and 1 facilitator |
| Description | <p>It will be a metaphoric game in which the group will debrief about what they liked and disliked from the day and the activities. It will be used also as an evaluation for the facilitator.</p> <p>The facilitator will place the bin at the centre of the class. Each one of the participants will take a candy and move close to the bin and:</p> <ul style="list-style-type: none"> • Take out the wrap from the candy. • Throw the wrap to the bin saying what they want to throw from the day (feelings, something they didn't like, emotions, activities, whatever) • Eat the candy saying what they want to take "home" from the day, meaning what they have learnt. <p>After all of the participants and the facilitator have spoken to the group, the activity finishes. Facilitator thanks everyone for the attention and participation.</p> |
| Methodological advice | Give time to the participants to think what they want to say and never force someone to go in front of the people. If there are some participants that don't want to share, it's fine. It's their own choice. |
| Variations | It can be made with two colour post-its instead of the wrap candies. |

Final remarks

A mentoring journey is a process of self-awareness an inner understanding, for both the mentor and the mentee. A mentorship journey needs to be based on an authentic and open interchange of experiences. It takes courage to start a learning path and it is not an easy task to mentor a young woman approaching a new career.

As a mentor or mentee, one needs to remember to say the truth and treat the other with dignity and respect. It is also important to keep the word and be accountable, to not let down the peer. Finally, being courageous will help you fight your fears, even when it feels unnatural or uncomfortable.

The mentor-mentee relationship is built on a cyclical learning path in which the know-how and entrepreneurial maturity of the mentor together with the entrepreneurial journey the young entrepreneur will experience make a perfect learning environment.



MODULE 2. YOUNG WOMEN ENTREPRENEURIAL SKILLS

INTRODUCTION¹¹

It is no surprise that women face additional challenges in pursuing entrepreneurship, therefore mentorship is key to developing women in leadership positions. Women who are mentored by women feel supported. In addition, a female mentor can better relate to the challenges and aspirations of other females by sharing her own experiences, failures and successes.

This WOMCA training module, therefore, is developed for young women mentors who assist young women entrepreneurs during their path to venture entrepreneurship world.

The aim of this module of the WOMCA training course is to give to Young Women Mentors the theoretical knowledge and practical tools in order to support Young Women equipping them with skills needed to establish their own enterprise.

After having carried out this training module, the Young Women Mentors will be ready to transmit their knowledge to for young women in a different way, how helping them to develop the entrepreneur skills, how to generate a business idea and to bring this idea into life by creating a business.

Objectives

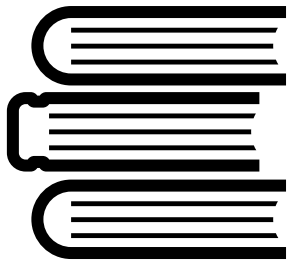
The main objectives of this training module are:

- ☑ To understand the importance of peer mentoring women mentors to young women;
- ☑ To apply in real life the knowledge about the structure of the mentoring process and main facilitating tools of mentoring;
- ☑ To give the mentors a set of instruments to create a reliable contact with the mentees equipping young women with entrepreneurial skills to start up their own enterprise.

Competences

- Relationship Based Professional Development Strategy Specific Competencies to ensure an effective mentoring process;
- Entrepreneurship competences: personal, interpersonal, business;
- The capacities for divergent thinking and business idea generation.

¹¹ This module has been developed by SIF.



THEORETICAL FRAMEWORK

The mentoring in informal learning journey by providing the skills on entrepreneurship

St-Jean & Audet (2011) have identified the type of knowledge that is passed from a mentor to his mentee. A mentor helps potential entrepreneurs to develop the intention and purpose of a start-up. For novice entrepreneurs mentoring develops knowledge skills, mostly very practical ones, among whose are improving basic accounting capabilities, teach how to expand the client base and how to recognize business opportunities. Knowledge can also be of a more psychological kind, like the improvement of self-confidence, growth in self-efficacy and development of leadership skills. The mentee can learn how to gain higher satisfaction from the entrepreneurial role she plays. Thus mentors assist the mentees during their journey in their professional as well as personal development.

Defining Entrepreneurship



If you are going to mentor a young mentee about entrepreneurship, it is convenient for you to know a couple of basic concepts regarding entrepreneurship: The concept of entrepreneurship has a wide range of meanings. On the one extreme, an entrepreneur is a person of very high aptitude who pioneers change, possessing characteristics found in only a very small fraction of the population. On the other extreme of definitions, anyone who wants to work for himself or herself is considered to be an entrepreneur¹².

A definition of entrepreneurship is proposed as follow: Entrepreneurship is the process of doing something new and something different for the purpose for creating wealth for the individual and adding value to society¹³.

Entrepreneurship is the mindset and process to create and develop economic activity by blending risk-taking, creativity and/or innovation with sound management, within a new or an existing organization (Commission of the European Communities, 2003)¹⁴.

Entrepreneurs are those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

Entrepreneurial activity is the enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets.

Entrepreneurship is the phenomena associated with entrepreneurial activity.

¹²<http://www.quickmba.com/entre/definition/>

¹³ <https://www.deepdyve.com/lp/wiley/defining-entrepreneurship-past-present-and-0sZ1tIWByl>

¹⁴[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc\(2008\)1](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?doclanguage=en&cote=std/doc(2008)1)

Thinking about these definitions, entrepreneurship doesn't necessarily involve starting your own business. Many people who don't work for themselves are recognized as entrepreneurs within their organizations¹⁵.

Which are the skills an entrepreneur needs?¹⁶

It is very relevant for your mentee to understand whether her personality and tendency are in accordance with the forthcoming work as an entrepreneur. Everyone can start as an entrepreneur but in order to have a balance and well-being in your life there are personal features which you should have in order before starting as an entrepreneur.

If the mentee wants to start a business, it's essential for her to learn the specific skills that underpin these qualities. It's also important to develop entrepreneurial skills if you're in a job role where you're expected to develop a business, or "take things forward" more generally.

In accordance with the Council Recommendation on Key Competencies for Lifelong Learning, adopted by the Council at its 3617th meeting held on 22 May 2018, Key Competences for Lifelong Learning are those which all individuals need for personal fulfillment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighborhood and other communities the Reference Framework sets out eight key competencies:

- 1.Literacy competence.
- 2.Multilingual competence.
- 3.Mathematical competence and competence in science, technology and engineering.
- 4.Digital competence.
- 5.Personal, social and learning to learn competence.
- 6.Citizenship competence.

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

Thus, entrepreneurial skills are embedded throughout the key competencies as well as throughout 21-century skills.

Visual on what is entrepreneurial mindset? How to define an entrepreneurship as competence?¹⁷

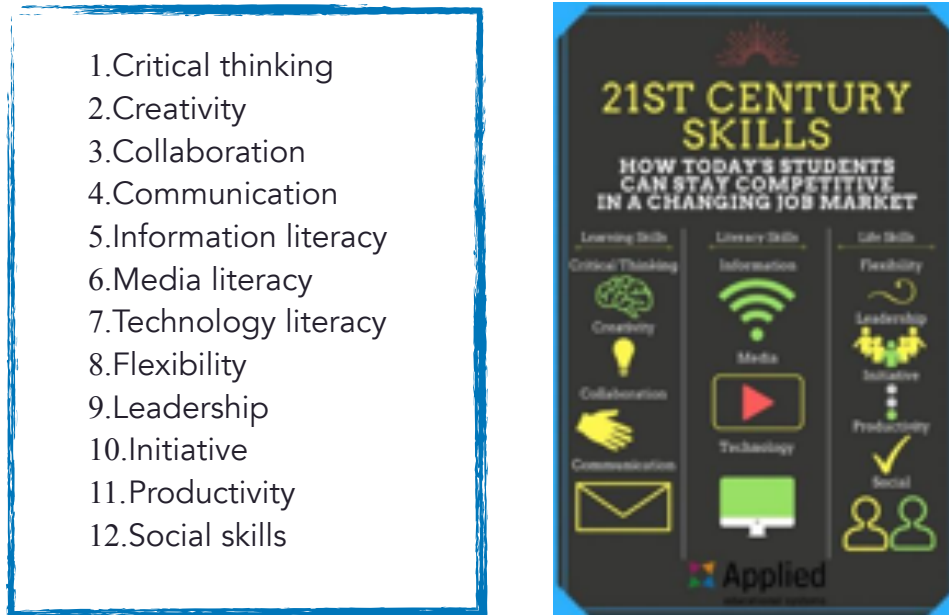
¹⁵ Video on the definition of entrepreneurship: <https://www.youtube.com/watch?v=s0zq5Nz4O1o>

¹⁶ <https://www.thebalancecareers.com/list-of-skills-entrepreneurs-need-2062391>

¹⁷ <https://www.facebook.com/socialeurope/videos/entrecomp-the-entrepreneurship-competence-framework/732724020443632/>

21st Century skills

21st Century skills are 12 abilities that today's students need to succeed in their careers during the Information Age.



Sources: <https://www.aeseducation.com/careercenter21/>

Video: What skills lead to success? 21st Century skills.

Paula Golden at *TEDxSanJuanCapistrano*:

https://www.youtube.com/watch?v=z5_wrCgs4tl

These skills are intended to help learners keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps learners, but they all have one quality in common.

Top 4 skills your mentee needs to start up her company¹⁸



Creative Thinking

Many people think that you're either born creative or you're not. However, creativity is a skill that you can develop if you invest the time and effort. A good level of this skill will make you more innovative and will help you to find unique solutions in various situations in your entrepreneurship career.

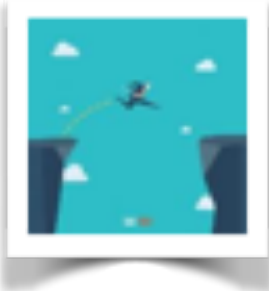
Creative thinking can take a smart, capable business owner to another level of success. In cover letters and interviews, emphasize this skill to show potential employers that you see connections and possibilities where others do not.

¹⁸ <https://www.thebalancecareers.com/list-of-skills-entrepreneurs-need-2062391>



Leadership

With leadership, an entrepreneur needs to understand how to handle a demanding situation while working with others, to achieve the same results on a larger scale. Remember that leadership is an area that some entrepreneurs don't focus on because of the amount of pressure that is on them. However, it will be an area you can't overlook as it will impact the success or failure for you.



Risk Taking

If you're going to be successful as an entrepreneur, you have to be prepared for the risks and challenges that come with it. This can bring you success, but it can also make great losses. Therefore, you should always assess the risk factor rather than act impulsively.



Strong Work Ethic

Having a strong work ethic is partly about determination, but it is also about other things like respect, honesty, self-improvement and working with a growth mindset. A strong work ethic suggests that the person places a high value on doing a good job, as well as respecting others and functioning with integrity. People with a strong work ethic have solid boundary-setting skills in order to work for their purpose instead of working to please everyone around them. Sticking to your commitment to work

certain hours of the day or to spend a set amount of time on your most important task means you need to have the skills to say no to everything else that tries to intrude on that time. When you schedule a time to socialize outside of your work hours, it actually means larger blocks of uninterrupted time to focus on the business tasks at hand.

Which traits should you develop with your mentee?

How does one person take advantage of an opportunity for successful entrepreneurship, while another, equally knowledgeable person does not? Successful entrepreneurs seem to have certain traits in common divided into four categories:

- ▶ Personal characteristics: optimism, independent.
- ▶ Interpersonal skills.
- ▶ Critical and creative thinking skills.
- ▶ Practical skills.

Personal characteristics

Passion: is your strong positive feeling about something, something that you want really strong or something that have a strong attraction for you;

Enthusiasm: a lively interest for something – a new business idea. It will help you to seek a goal;

Optimism: Optimism is not about fooling yourself and being all rosy; it is about seeing options to reality - being an "optimist". With the power of optimism, downfalls turn into positives;

Independent: When you start your business you will be wearing all of the hats and it's important to be independent and be able to make tough decisions;

Vision: Vision is the vital energy that drives the entrepreneur to explore, dare to challenge, dare to have the determination to succeed. Vision is the energy that provides an entrepreneur with the ability to perform and succeed. The key to turn a small startup into a large-scale business;

Desire for Control: One of the burdens of being an entrepreneur is having to make tough decisions, to be motivated to lead others;

Drive and Persistence: To be of self-motivated and energetic, to work hard, for a very long time, to realize your goals – it is a key of successful entrepreneur;

Resilience: The ability to weather the ups and downs of any business since it never goes exactly the way the business plan described it. This skill enables the entrepreneur to keep going when the outlook is bleak. It is important to make decisions when facts are uncertain.

Interpersonal Skills



Interpersonal skills, also known as people skills or soft skills or emotional intelligence, are related to the way you communicate and interact with others. When employers are hiring, interpersonal skills are one of the top criteria used to evaluate candidates. Regardless of the type of job you have, it's important to be able to get along well with co-workers, managers, customers, and vendors. Strong interpersonal skills are essential for succeeding in today's workplace. Interpersonal skills are sometimes called employability skills.

Leadership and Motivation: people with a high degree of emotional intelligence, patience, and a working knowledge of human resources, with qualities that will allow to successfully interact with colleagues, clients, and others in the workplace and beyond. People in leadership roles can lead and motivate others;

Communication Skills: enable to pass information to other people, and to understand what is said to us. Communication is the act of transferring information from one place to another. It may be vocally (using voice), visually, using body language, gestures;

Listening: is key to all effective communication. Effective listening is a skill that underpins all positive human relationships. Listening requires focus and concentrated effort, both mental and sometimes physical as well. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. It means being aware of both verbal and non-verbal messages. Listening is not a passive process. In fact, the listener can, and should, be at least as engaged in the process as the speaker. The phrase 'active listening' is used to describe this process of being fully involved;

Personal Relations: people with a high degree of emotional intelligence know themselves very well, and they're also able to sense the emotional needs of others;

Negotiation: Negotiation within a work context is defined as the process of forging an agreement between two or more parties that is mutually acceptable. Not only do you need to negotiate keen prices, but you also need to be able to resolve differences between people in a positive, mutually beneficial way;

Persuasive: Like in number two, you are wearing all the hats including the sales hat. You will need to help your customers understand why they should buy your product or service;

Ethics is a system of moral principles. They affect how people make decisions and lead their lives. Ethics is concerned with what is good for individuals and society and is also described as moral philosophy. It is to deal with people based on respect, integrity, fairness, and truthfulness.

Critical and creative thinking skills



Critical thinking refers to the ability to analyze information objectively and make a reasoned judgment. It involves the evaluation of sources such as data, facts, observable phenomenon, and research findings. Good critical thinkers can draw reasonable conclusions from a set of information and discriminate between useful and less useful details to solve a problem or make a decision. A good level of creative skills make you more innovative and will help you to find unique solutions in various situations in your entrepreneurship career.

Creative Thinking: is one of top 4 Skills Every Entrepreneur Needs;

Problem Solving: having a list of potential problems, it is needs to think up effective solutions for these issues, noting the skills needed to resolve them;

Recognizing Opportunities: When you have the ability to recognize opportunity, you know how to identify promising changes unfolding around you, and you act to take advantage of them, how to create a plan to take advantage of the opportunities you identify.

Practical Skills

You also need the practical skills and knowledge needed to produce goods or services effectively and run a company.

Goal Setting: is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire. For successful goal setting, the first thing you have to do is close the gap between the end result you want and where you are now with a plan. The goals should be worked into your business plan;

Coaching: Mentors use a coaching approach to help learners to formulate their own ideas and goals and articulate the steps to reach them;

Planning and Organizing: planning and organizing are two concepts that complement each other. Planning and organization skills are essential if you want to achieve your goals – they help keep you focusing on doing the right tasks, help you set your priorities and gives you the confidence that you are following your own personal roadmap to your target destination. Then you can coordinate people to achieve these efficiently and effectively. You know how to develop a coherent, well thought-through business plan including developing and learning from appropriate financial forecasts;

Decision Making: you have to weigh the potential consequences and to be confident in the decisions that you make. It is the best to do it following: define the problem, challenge, or opportunity; generate an array of possible solutions or responses; evaluate the costs and benefits, select a solution or response; implement the option chosen; assess the impact of the decision and modify the course of action as needed.

KNOWLEDGE in several areas when starting or running a business. For instance:

Business Knowledge: It is a sum of skills, experiences, capabilities and expert insight, which you collectively create and rely on in your business. As a shared resource, knowledge shapes and affects all the activities in and around your business¹⁹:

- ➡the skills, competencies and experiences of your workforce;
- ➡the designs and processes for your goods and services;
- ➡the industry or market data you've gained from research;
- ➡your files or documents (electronic or otherwise);
- ➡your customer data or information on suppliers and stakeholders;
- ➡your plans for future activities, such as ideas for new products or services.

Entrepreneurial Knowledge: The lists of entrepreneurship skills are endless, to be a successful entrepreneur you must be resilient, focused, open-minded, competitive, determined and so much more. All of them can be grouped into skill sets, soft skills which are described as personal skills and hard skills like business skills. Hard skills are learned in the classroom, training and on the job, they are demonstrated through abilities such as typing, writing, math and the use of software programs. You need to understand how entrepreneurs raise capital, the sheer amount of experimentation and hard work that may be needed to find a business model that works for you;

Opportunity-Specific Knowledge: It is important to be able to promote your products or services effectively. Providing good customer service and having a marketing strategy in place will help you to generate sales. To be successful in business you must be able to attract and retain customers. Learning about your customers and offering products and services which meet their needs is an essential aspect of marketing;

Venture-Specific Knowledge: Successful entrepreneurs would largely depend on using their opportunity-specific knowledge to launch new ventures. Do you know what you need to do to make this type of business successful? And do you understand the specifics of the business that you want to start? (This is where it's often useful to work for a short time in a similar business.)

How will you help your mentee to generate a Business idea



Idea generation²⁰ is the creative process or procedure that a person/company uses in order to figure out solutions to any number of difficult challenges. It involves coming up with many ideas in a group discussion, selecting the best idea or ideas, working to create a plan to implement the idea, and then actually taking that idea and putting it into practice. The idea can be **tangible**, something you can touch or see, or **intangible**, something symbolic or cultural.

There sure are a lot of business ideas everywhere, but choosing the best one and commercializing it is not an easy task. People get many ideas all the time, and some of them might even be good to solve minor problems in daily life. However, great ideas will occur less frequently and will also require more work to execute and achieve success.

¹⁹ <https://www.nibusinessinfo.co.uk/content/what-knowledge-business>

²⁰ <https://study.com/academy/lesson/what-is-idea-generation-definition-process-techniques.html>

The business idea is the first step in business startup. But, one thing that can dramatically increase your business potential energy of your business ideas is if the business idea itself match your skills and your passion for something.

Stages of successful ideation

Business ideas are results from your entrepreneurial creativity. But, the real problem is that creativity is not always present in your entrepreneurial brain. Because of that, another question is from where you can start brainstorming business ideas. With your mentee, try to follow this three main stages namely generation, selection and implementation for successful ideation:

1. Generation

Ideation or idea generation is the most challenging and most rewarding job. It is the long, tedious, difficult task of assembling all the pertinent information, analyzing the problem and searching for some verbal or visual concepts of how to communicate that needs to be said. Making use of ideation to address a specific problem or requirement is frequently a good starting point. The main decision is who contributes to an ideation approach. After problem-solving, come two other key chances for utilizing ideation: core competencies and consumer insights.

Consumer insights, with reference to ideation, have to do with utilizing principles of conventional market research (for example focus groups and surveys) and implementing them in the context of a joint idea-sharing milieu.

2. Selection

Picking the best ideas starts much before the beginning of the ideation process. It is essential that you fix the criteria by which the ideas are to be assessed, who would be responsible for evaluating the ideas, and how the top ideas would be given to the concerned internal teams for further assessment or execution. A proper selection process begins with the use of tags or labels to arrange ideas into meaningful clusters.

3. Implementation. The success of implementation is dependent on the ability to choose the top ideas and take action based on them. It also depends on groups take part at the appropriate time in the three steps of the ideation process. The people in the roles called out should be ready to take in new ideas.

You can use these tips to support your mentee when developing a business idea

Ideas give the start to everything. An interesting business idea can become a good start for building a great product. These can be the first steps in your search for the business of your dreams.:

Start with family. The starting business with family is the ultimate dream. Indeed, it can be a great way to make money while also building a strong family connection. Family social capital is positively associated with the scope of start-up activities. Family cohesiveness amplifies the effect of family social capital on the scope of start-up activities. Tapping family for great business ideas may not seem like an obvious first step. Very often, children continue their parents' business, so parents have a lot of experience and can help with their knowledge and finances. Parents provide the foundation and training to create a profitable business. Thus, people who create a business should abandon their ambition to do business without family support.

Get a little help from your friends. Small business owners need a lot of support to succeed, whether it's financial, operational or emotional. One of the most important sources of that support for many entrepreneurs is their network the friend. Not all friendships can help in your search for the business of your dreams. So the most important part when starting

a business is to make sure everyone has similar expectations and values. If you have your business idea and you can't find the solution – you have to think those with whom you share ideas.

Travel. Travel, like a business, involves changing plans and finding ways to adapt to new environments. Traveling is important no matter your age or occupation. Life is what happens when you step outside of your comfort zone, and that's where solid experiences are found. Make traveling a priority, and find ways to apply any skills you learn to future business ventures. Traveling opens your eyes to a plethora of potential business ideas. The experiences you have while traveling will shape how you handle these situations in the workplace. When traveling, Language barriers and cultural differences may be challenging to handle, but you find creative ways to get around them. Traveling helps to start your travel business. Using travel agency services, you can find out the positive and negative aspects of service, to generate new ideas and use it to start your travel business.

Tap your interests. There is a lot of harmony between hobbies and entrepreneurship. From one perspective, turning a hobby into your is a very common way for aspiring entrepreneurs to dip their toes into business ownership by leveraging something they are already very passionate about. From another perspective, just having a hobby—even when it is not directly related to your business—can make you a more successful entrepreneur. Tapping your interest is the way to discover new opportunities for self-business around one's passions, hobbies and lifestyle skills, the ability to express oneself and create financial and social profit and improve the quality of one's own lifestyle. Thousands of clever people have taken up hobbies and turned them into a successful business. Happiness is to work what you like, what is your hobby.

Take it to the streets. What do you find in the streets? This is where you can find up-and-coming trends. So maybe you can generate an idea how to help people in social risk areas, or perhaps to set up youth recreation and cultural centers where they are missing and find other points you'll use in business.

Examine old mousetraps--then build a better one. You have to follow your business trends and find ways to improve the product according to user needs – to create a better one.

Look at all the things that bug you. If you have the things that bug you –think - maybe it will be an idea that will solve your cause of anxiety and start a new business. You have to follow your instincts. This is fertile ground for great business ideas.

Keep your eyes open. Always focus on the thing that interests you. Clean up the idea. This can lead you to success.

Sleep on it. Don't forget your dreams, rely on your intuition, remember your dreams - maybe it's your birth idea, your new discovery.

Check out the Net. We really can thank to the internet which is a network of networks - information is readily available at one's fingertips. We can find answers to questions regarding list of new trends in business as well as news in the word. Who knows – maybe one day you'll check your idea you never thought about.

Methods of generating business idea²¹

Even with the wide variety of sources of ideas available, coming up with an idea to serve as the basis for a new business can still pose a problem. Hence the need to clearly understand the methods of generating business ideas. The entrepreneur can use several methods to help generate and test new ideas including focus groups, brainstorming and problem inventory analysis.

The brainstorming process is an idea generation technique on our business ideas will give you the best results.

Brainstorming is a group activity where members of a group contribute their ideas together about a particular topic. By

²¹ <https://www.businesswealthglobalresources.net/methods-of-generating-business-ideas.html>

coming together, ideas can be generated easily. Brainstorming can be done both individually and in groups. The typical brainstorming group comprises six to ten people. In the course of brainstorming, there is no assessment of ideas. So, people can speak out their ideas freely without fear of criticism. The brainstorming method allows a group of individual to be stimulated to greater creativity by interacting with each other and participating in organized group experience.

A *focus group* is an excellent method for generating and screening ideas and concepts. Focus group is defined as a group of individuals providing information in a structured format. A moderator leads the group of about 8 to 14 participants through discussion rather than simply asking questions to solicit participants' responses. Such groups form comments in open-end in-depth discussions for a new product area that can result in market success.

Problem inventory analysis is a method for obtaining new ideas and solutions by focusing on existing problems. This analysis uses individuals in a manner that is analogous to focus groups to generate new product areas. The consumers are provided with a list of problems in a general product category. They are asked to identify and discuss product in each category that have a particular problem. This method is effective since it is easier to relate known products to suggested problems and arrive at a new product idea then to generate an entirely new idea by itself.

How to Generate Business Ideas (video): <https://www.youtube.com/watch?v=PBrXnEHRF5c>

7 Key to success for starting a business²²:

1. Idea Generation
2. Funding. Essential to the success of a business, Debt (Personal funds, family & Friends, Credit Cards, Bank Loans)
3. Legal Issues. Legal structure (Partnership, Corporation), Intellectual property, Partnership" agreements
4. Marketing. Guerilla marketing; Social networks; Endorsements; promotion; Branding.
5. The Business Plan. Clearly business's goals. Information about the balance sheet, income statements and cash flow.
6. You, the Entrepreneur. Build your network; Intern to gain experience; Find a mentor; Create a professional image; Behave ethically; Avoid burning bridges; Learn to sell.
7. Do your research. Study your market; Research the industry.

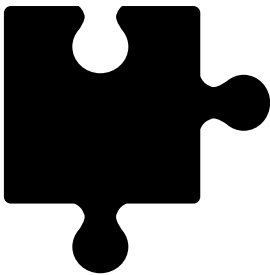
The success of your entrepreneurship journey will ensure²³:

- ☐ Thinking about the possible business that is fun for you.
- ☐ Always dreaming big dreams.
- ☐ Trusting in your ideas.
- ☐ Finding leaders in the field.
- ☐ Committing for implementing your ideas.

²² <https://www.wcupa.edu/business-publicManagement/cottrellcenter/documents/entrepreneurship101.pdf>

²³ <https://www.entrepreneurshipinabox.com/29/business-ideas-first-step/>

You will not achieve the success if you don't have adequate knowledge about them, then your business will be convicted to death; if this business is not funny for you, you will close the door very soon; if you don't have a big passion or desire for what you need to work, you will not be committed enough.



PRACTICAL SESSIONS

In this practical part of the module, we provide activities for young women mentors to give them a set of tools for creating a reliable contact with mentees and to help mentors working with young women willing to start up their own enterprise.



TRAINING OVERVIEW AND ACTIVITIES

| Nr. | Duration | Topic | Exercise name/Method |
|-----|------------|------------------------------|---|
| 1 | 15 minutes | Welcome | Day's overview |
| 2 | 40 minutes | Mentoring | Practice based on active learning |
| 3 | 40 minutes | Mentoring | Monitoring tools |
| 4 | 40 minutes | Entrepreneurial skills | Analysis of Entrepreneurial skills |
| 5 | 40 minutes | Entrepreneurial Skills | Youth women Entrepreneurial Skills assessment |
| 6 | 60 minutes | Entrepreneurial Skills | You are entrepreneur |
| 7 | 45 minutes | Generation of business ideas | Step by step |
| 8 | 60 minutes | Generation of business ideas | Idea generation method – well of ideas. |

| | |
|------------------------------|--|
| No: 1 | |
| Exercise Name | Day's overview |
| Specific objectives | Introduce the day schedule to the participants Facilitators presentation To know each other |
| Duration | 15 minutes |
| Material/room | Flipcharts made by facilitators with the schedule. |
| Nr of participants | 15 participants &1 facilitator |
| Description | The mentor introduces the day schedule to the participants The facilitator and the participants will present themselves - to know each other. |
| Methodological advise | N/A |
| Variations | N/A |

| | |
|------------------------------|--|
| Nr: 2 | |
| Exercise Name | Practice-based on active learning |
| Specific objectives | The aim of this practice session is to deepen knowledge on mentoring relations by active participation in answering the questionnaire |
| Duration | 40 minutes |
| Material/room | Flipcharts made by facilitators with the questionnaire |
| Nr of participants | 15 participants & 1 facilitator |
| Description | <p>The trainer distributes the paper-based questionnaire each participant.</p> <p>The learners answer the questionnaire by selecting YES or NO to each question and returns the completed questionnaire to the trainer.</p> <p>The trainer evaluates the knowledge of the group by completing the evaluation sheet. It could take him/her 10-15 minutes to summarize answers. From this evaluation sheet, it will become clear to the trainer which questions are not fully understood by the learners in the group. Thus, the trainer has to be addressed to these questions during the next step of this session.</p> <p>The trainer presents an explanation of the correct answers for each question in the questionnaire. The trainer could distribute these hand-outs for each participant or discuss the correct answers step by step using multimedia. The trainer encourages discussions within the group and concentrates on those questions which were not clear for the participants.</p> |
| Methodological advice | If done in groups – it should be the mix |
| Variations | It could be done individually or in groups with discussions |

Questionnaire (selecting YES or NO):

1. Is the length of the mentoring process established prior to the starting of the mentoring?
2. Does a Mentor act as facilitator during the mentoring session?
3. Does the Mentor dominate in Mentoring session?
4. Is there a certain agenda for in Mentoring session?
5. Is Mentor allowed to have individual communication with each Mentee during a group mentoring?
6. Is a Mentor responsible for Mentees' action?
7. Is it always necessary to send the goal in Mentoring?
8. Does a Mentor have a specific role in setting the Mentees' goals?
9. Can a Mentor ask someone for advice if a Mentee needs special support or is in a challenging situation?
10. Is it a Mentor's responsibility to deal with a Mentee not attending Mentoring session?
11. Do I have to continue as a Mentor if my situation changes?
12. Is it necessary to check the Mentees' progress towards the goals they have achieved in the last Mentoring session?
13. Do you think there is a difference between a mentor, a friend and a business advisor?
14. Do a mentor need to know about every aspect of mentee's life?
15. Is it the manager who fixes dates of the meetings between mentor and mentee?
16. Is the manager obligated to pay the mentor?
17. Is the mentor responsible for the mentoring of the mentoring process?

Explanation:

1. Is the length of the mentoring process established prior the starting of the mentoring?

Explanation. The length of the mentoring project should be established before the mentoring process begins. It is usually determined when developing the common e-Mentoring agreement between Manager, Mentor and Mentees. The length itself depends on the specifics of the mentoring

2. Does a Mentor act as facilitator during the mentoring session?

Explanation. In an e-Mentoring, particularly in a group e-Mentoring, the Mentor is the group leader and should facilitate the discussions on various topics. The Mentor ensures structure in the learning session and that each mentee has an equal opportunity to speak. The Mentor should also encourage mentees to co-facilitate some of the e-mentoring sessions.

3. Does the Mentor dominate in Mentoring session?

The Mentor acts mostly as a listener. By listening to your Mentees, you will know how to proceed through the mentoring process. Early on your most important task is to actively listen to each of your mentees. In a face-to-face meeting be sure to nod and smile showing you're relaxed. In case your mentees do not see you during the virtual communication they can hear your smiling in your voice or see your smiling in your writings. Be sure to repeat important information you hear from Mentees and ask if you understand

4. Is there a certain agenda for in the Mentoring session?

Every e-Mentoring process is different; however, some common agenda items should be used during each of the e-mentoring sessions. The specific goals each Mentee wants to achieve are the basis for the e-Mentoring process and in the agenda of each session, progress towards achieving their goals must be clearly presented.

5. Is Mentor allowed to have individual communication with each Mentee during a group mentoring?

Explanation. Yes, individual communication is allowed if the Mentor agrees. This option should be clearly defined in the e-Mentoring agreement. Generally, in group mentoring, all communication occurs between the Mentor and a group of Mentees. However, the Mentor can have individual communication with each Mentee if needed.

6. Is a Mentor responsible for Mentees' action?

Explanation. The advice, guidance and instructions given to a Mentee by a Mentor are only suggestions. The Mentee is fully responsible for all his/her decisions and actions. The Mentor is not legally responsible for his/her Mentees' actions. However, a Mentor is not allowed to knowingly provide incorrect information.

7. Is it always necessary to set goal in the Mentoring?

Explanation. Goal setting in e-Mentoring is very important. The Mentee's goals are the basis for the entire mentoring process. Each Mentee will set individual goals for herself/himself. In group mentoring, the Mentees as a team also define the common employment-related goals the group wants to achieve. Based on common goals, the Mentor and Mentees together decide how to work towards achieving the goals. They also agree about the subjects to be covered during the mentoring process.

8. Does a Mentor have a specific role in setting the Mentees' goals?

Explanation. The Mentor has a very special role in setting the Mentees' goals. Leading the goal set at the first face-to-face meeting is strongly recommended. Ask your Mentees what they want to achieve in their career path and ask them to write it down and select a date when the goal will be reached (I want to be {xxx} by {month/year}).

A goal might be "I will be employed by 15 August". The mentee should avoid *abstract goals like "I probably will get employed someday.*

9. Can a Mentor ask someone for advice if a Mentee needs special support or is in a challenging situation?

Explanation. A Manager (coordinator) is the Mentor's primary contact especially in challenging or sensitive situations. Other experienced Mentors in the network can also help. However, keep in mind that you must protect a Mentee's identity since you have agreed to keep the relationship confidential.

10. *Is it a Mentor ,s responsibility to deal with a Mentee not attending Mentoring session?*

Explanation. A Mentee is responsible for her/his own attendance, and an attendance policy should be clearly defined in the Mentoring agreement. However, Mentors are recommended to contact an absent Mentee to discuss her/his absence, or a Manager can contact the Mentee.

11. *Do I have to continue as a Mentor if my situation changes?*

Explanation. Life can change quickly, and you do not have to continue as a Mentor if you can no longer do so. Please contact your Manager (coordinator) if you no longer wish to continue as a Mentor. She/he will find another Mentor for your Mentee/Mentees for the duration of the mentoring process. Please respect the Mentees as well and try to continue your online work until the new Mentor will be available. Mentoring agreement should address what happens if the Mentor is no longer available to continue the work with Mentee/Mentees.

12. *Is it necessary to check the Mentees' progress towards the goals they have achieved in the last Mentoring session?*

Explanation. Checking to see if the goals your Mentees' set were achieved in the last e-Mentoring session is strongly recommended. The Mentees should have moved towards achieving their goals; however, some may not have done so. As a Mentor, please encourage those Mentees who have only partially achieved their goals to continue their work towards achieving them.

Ask your Mentees to develop an action plan explaining how they will continue in their career paths and defining the next steps. Although the official Mentoring will be over, encourage the Mentees to continue to implement their action plans towards established goals.

13. *Do you think is a difference between a mentor, a friend and a business advisor?*

Explanation. It is important to understand the specific role of the mentor before entering into the mentoring relationship. Unlike a friend, the mentor is not there to gain shared experiences and enjoy times together, neither are they like business advisors who are trained to give professional advice. The Mentor is there to facilitate mentee's self-learning and empower and enables to make plans and set targets which will support mentee to reach his/her goals.

14. *Do a mentor need to know about every aspect of mentee's life?*

Explanation. The content of discussions that you have with your mentee is largely in your control. However, you should also remember to keep to the mentoring agreement and the subject areas which have been agreed within it. If the mentor feels that mentee want to discuss with him/her subjects outside of the remit of the mentoring relationship then the mentor could remind mentee about the purpose of the mentoring and take the suggested discussion out.

15. *Is it the manager who fixes dates of the meetings between mentor and mentee?*

Explanation. In the contract, only the foreseen frequency of contacts is fixed and it is not up to the manager to dictate the exact days and hours of the contact. During the e-mentoring process there is wider flexibility for virtual meetings as the participants don't have to invest time for traveling. Also, there are no additional costs e.g. for fuel or for anything you would consume if you meet in a café etc.

16. *Is the manager obligate to pay the mentor?*

Explanation. Usually, mentoring works on a voluntary non-profit-base, i.e. the mentors don't get money for their activities. But in some projects/programmes, a special budget is allocated to pay the mentors to work. In this case, the mentor is employed by the director of the organization. It is important for the manager of mentoring project to know if there is a possibility to pay the mentor because it could be a decisive factor while searching for one. So, there are two ways of organizing the mentoring process: on the voluntary base and on the base of financial reimbursement for the mentor's work. Therefore it is very important to inform the potential mentors about the expected tasks during the mentoring process right from the beginning and ask for the time they are ready to invest. Being informed he/she could calculate if it is realistic for him /her to get involved in the mentoring process.

In case it is planned to remunerate the mentor, the conditions have to be defined in a specific agreement between the director of the organization and mentor. The payment/reimbursement for the mentors' work is not mentioned in the agreement between 3M-Actors (manager, mentor, mentee).

17. Is the mentor responsible for the mentoring of the mentoring process?

Explanation. The evaluation of the mentoring process is essential to see how it works and if there are areas in the programme that need improvement and it is the task of the manager of the mentoring process. Monitoring is helpful for better assessment of the programme's goals, for supporting the needs of mentors and mentees and especially for identifying problems at the early stage.

For this reason, the monitoring should be an on-going process. The sooner monitoring starts and feedback is gathered from the participants, the sooner the benefits will be gained for doing so. The manager should separately contact on a regular basis - perhaps monthly - with the mentors and mentees to discuss problems and successes. This allows for individualized support of mentor and mentee while maintaining the respective confidentiality.

| | |
|------------------------------|--|
| Nr: 3 | |
| Exercise Name | Group work on the Templates for Managing Tools |
| Specific objectives | To ensure an effective mentoring process |
| Duration | 40 minutes |
| Material/room | Flipcharts made by facilitators with the two templates of agreements & goals for entrepreneurship |
| No of participants | 15 participants &1 facilitator |
| Description | <p>The facilitator divides participants into small groups (2-3 persons), distributes the tools for managing handouts -two tools: mentoring agreement (annex1), goals of entrepreneurs (annex2) and asks each group analyse these tools and to assess their effectiveness for the facilitation of the mentoring process.</p> <p>Participants have to answer the following questions on each Tool:</p> <ul style="list-style-type: none"> • Who is responsible to fill in the tool? • When and how often the tool has to be completed? • Why it is necessary to fill in the tool? • How the tool can facilitate the mentoring on social entrepreneurship process? <p>Getting feedback from the group, the facilitator will initiate the discussion on effective mentoring: what is important in order that mentoring would be effective, different roles of mentor and mentee, goals for entrepreneurship.</p> |
| Methodological advice | It done in groups – it should be the mix |
| Variations | It could be done individually or in groups with discussions |

| | |
|------------------------------|--|
| Nr: 4 | |
| Exercise Name | Analysis of entrepreneurial skills |
| Specific objectives | To identify the most important entrepreneurial skills |
| Duration | 40 minutes |
| Material/room | Flipcharts made by facilitators with the lists of 4 categories of entrepreneurial skills |
| No of participants | 15 participants + 1 facilitator |
| Description | <p>While there is no one "right" set of characteristics for being a successful entrepreneur, certain general traits and practical skills will help you succeed. Participants in 4 groups are asked to work for researching ideas on 4 categories of entrepreneurial skills:</p> <ul style="list-style-type: none"> –Personal characteristics. –Interpersonal skills. –Critical and creative thinking skills. –Practical skills. <p>Two groups are asked to work for researching ideas on Personal and Interpersonal skills. Other two groups - on Critical and creative thinking and Practical skills Every group have to identify and present to others what they found as most important of young women entrepreneurial skills. All groups will discuss on every of 4 categories of entrepreneurial skills. The facilitator will compare the results of each group and make conclusions identifying the most important entrepreneurial skills.</p> |
| Methodological advice | If done in groups – it should be the mix |
| Variations | Participants individually could examine own personal strengths and weaknesses and compare these with those of the typical entrepreneur. They can get a sense of how well this career will fit with their personality. Doing it participants can look at their needs and desires, and then decide whether this path is for them. |

| | |
|--|---|
| No: 5 | |
| Exercise Name | Youth women self-assessment of Entrepreneurial Skills |
| Specific objectives | Participants will know what entrepreneurial skills they have and how can develop and improve them. |
| Duration | 40 minutes |
| Material/room | Flipcharts made by facilitators with the schedule, colour pencils |
| No of participants | 15 participants + 1 facilitator |
| Description | <p>It is important to understand that one of the most important things before starting venture as an entrepreneur is to evaluate whether your personality and tendency are in accordance with the forthcoming work as an entrepreneur. Everyone can start as an entrepreneur but in order to have a balance and well-being in your life, there are personal features which you should have in order before starting as an entrepreneur.</p> <p>The facilitator distributes the paper-based questionnaire to each participant.</p> <p>The learners answers the questionnaire by selecting YES or NO to each question. The learner calculates answers.</p> <p>Results will be discussed with trainer and identify areas that you can improve.</p> |
| Methodological advice | It is done individually |
| Variations | It could be done individually or in groups with discussions |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | https://www.skillsyouneed.com/ls/index.php/343479 Skills Self-Assessment |

Read each statement and select whether you agree or disagree: YES or NO

1. In conflict and argument situations I often think that my opinion is the right I feel very uncomfortable if everything is not in order.
2. I try to get the best possible results in all my actions.
3. I always finalize the works and actions I have started.
4. I'm always looking for new alternatives, usual solutions are not for me.
5. I always thoroughly plan my work before starting to do it.
6. I usually wait that other people take the initiative.
7. I like to work with other people.
8. I'm usually doubtful concerning new ideas.
9. I want to work independently; I do not want the other people to say what I have to do.
10. Entrepreneurship is more like a way of living than a way to earn.
11. I do not trust my judgment; I often want to have support from others.
12. I do not slacken though my future might be uncertain.
13. My personal goals are high up.
14. I know what I want.
15. I often think in another way than the other people.
16. The mistakes can be avoided by planning in advance.
17. I'm responsible for my happiness.
18. I achieve good results by working with others.
19. I'm eager and unprejudiced to start working with new ideas.

20. I do not want anybody to say for me what to do; I make my decisions by myself.
21. Economic profit is the only success indicator of the enterprise.
22. I fully trust my own business know-how.
23. I'm not distressed when taking risks.
24. I always want to make things a little bit better than the others.
25. I usually work with long-term plans.
26. I have a lot of variant ideas.
27. I usually make different kinds of calculations and plans.
28. I get irritated if the things will not get fixed.
29. I do not like co-operation; I prefer to work alone.
30. I have a lot of different business ideas.
31. It's important for me that I'm independent.
32. I'm ready to make big sacrifices for the results of my company.
33. I rarely take advice from the others.
34. I don't get nervous in challenging situations.
35. The income for an entrepreneur must be guaranteed by the law.
36. There are a lot of development possibilities in my forthcoming company but it's not possible to say what is the most important.
37. I do not waste my time in order to find new solutions.
38. Doing is more important compared to planning.
39. Active working is a prerequisite for the success.
40. Working is always co-operation.
41. I don't usually let the good opportunity to pass me.
42. I'm ready to lower my independence.
43. The money means more to me compared to a nice work.

Calculation of the points:

No gives 0 point

Yes in questions 2, 7, 9, 11, 12, 30, 36, 37, 38, 39 and 43 gives one minus point

Yes in all other questions gives one point

Your result:

-11 - +6 points: You don't have many entrepreneurial skills. However, it's possible for you to develop them e.g. by taking entrepreneurial courses, by networking with other entrepreneurs or by having an experienced entrepreneur as a mentor. There is always a possibility to develop oneself.

+7 - +17 points: You have some entrepreneurial skills. However, it's very important that you'll actively develop them e.g. by taking entrepreneurial courses, by networking with other entrepreneurs or by having an experienced entrepreneur as a mentor. There is always a possibility to develop oneself.

+18 - +28 points: You have enough entrepreneurial skills. Keep going and continue to develop them e.g. by taking entrepreneurial courses, by networking with other entrepreneurs or by having an experienced entrepreneur as a mentor.

Over 28 points: Good points! You have a remarkable amount of entrepreneurial skills. That's great! Think over the next steps you'll take in your entrepreneurship path. Who could be the ideal mentor for you?

| | |
|--|---|
| Nr: 6 | |
| Exercise Name | You are entrepreneur |
| Specific objectives | The aim of this exercise is to show what young women has skills and capacities as an entrepreneur. They will be able to represent oneself by collecting all aspects that identify their personality, characters and/or professional aspects. |
| Duration | 60 minutes |
| Material/room | Lego pieces |
| Nr of participants | 15 participants |
| Description | The facilitator divides participants into 3 groups (5 persons). Each person in the group is asked to use the Lego pieces they find on the table. The facilitator asks to build the model that represents an model/prototype with a single or more features, as they see themselves as entrepreneur. Then, after building the model, at least one representative per table shows and explains his/her model to all the participants. At group level, each participant tells his/her story on the model she/he has built. This allows women to express emotions, to find similarities, differences being an entrepreneur. |
| Methodological advice | The participants should be invited to think about the best version of entrepreneur. Then while they tell the story of the model to all the others, a facilitator identifies the most important skills of entrepreneur. |
| Variations | It could be done individually or in groups with discussions |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | https://vimeo.com/channels/bravellta/277328056 |

| | |
|------------------------------|---|
| Nr: 7 | |
| Exercise Name | Step by step |
| Specific objectives | To support participants to think about their capability to start their own business and to consider what they will need to do in order to start in business success and give practical aspects of being a young entrepreneur. |
| Duration | 45 minutes |
| Material/room | Paper, pencils, forming groups of participants, LEGO for face-to-face activity. |
| Nr of participants | 15 participants |
| Description | After completing the exercise participants will be able to evaluate their own motivation and analyze the different steps, resources and skills needed to start in business by giving them a clearer picture of their own circumstances and also highlight issues that may arise. See below |
| Methodological advice | It is done individually |
| Variations | It could be done in groups |

Every participant have to answer YES or NO:

- Have you had a long had a desire to start your own business?
- Do you have skills in your chosen business idea?
- Would it suit your lifestyle to work from a home base?
- Would it suit your lifestyle to work from an office?
- You have an area at home suitable for a work or a suitable office space?
- You have already decided on a name for your business

What initial steps would you take to get started?

Identify your first ten steps from the list below by ranking them 1 (most important) and 10 (least important)

| STEPS | RANKING |
|---|---------|
| Plan resources, e.g. computer | |
| Prepare a list of materials suppliers | |
| Set up a business bank account | |
| Prepare a marketing plan – potential customers | |
| Decide target market – retail, wholesale, direct, internet etc | |
| Arrange necessary finance | |
| Calculate your break-even point | |
| Register your business name | |
| Register your tax and insurance details | |
| Write your business plan | |
| Design and print letterheads and business cards | |
| Prepare a detailed advertising campaign with flyers, local press etc | |
| Arrange insurance cover | |
| Check out your competition | |
| Prepare a portfolio of your services | |
| Decide your business start date | |
| Establish your personal survival budget – (your minimum income needs) | |

Group work (5 participants in every group)

Discussion:

How did you prioritize your steps? Why did you make those choices?

Using LEGO participants have to create models/prototypes and explain - are there any other actions you would wish to take?

See the boxes below to add any other ideas.

| |
|-------------------------------------|
| Steps to Starting Your Own Business |
| |
| |
| |
| |
| |

| | |
|------------------------------|---|
| No: 8 | |
| Exercise Name | Idea generation method – well of ideas. |
| Specific objectives | |
| Duration | 60 minutes |
| Material/room | Paper, pencils |
| No of participants | 15 participants (3 groups) |
| Description | Using a method of business idea generation when making a list of characteristics of any kind of product. The facilitator distributes the paper-based questionnaire to each participant. See below |
| Methodological advice | |
| Variations | Might be done individually |

Participants are asked to gather in groups.

Participants are asked:

- Formulate a thing (product or service) you want to advertise.
- Think about words answering questions: who, what, where, when, doing what?
- Randomize the combinations
- Create an advertisement using the combination you have.

Example:

Imagine, you want to create an advertisement.

A table of possible combinations:

| What?/Who? | Doing what? | Where? | How? | When? |
|-------------|-------------|-------------|-------------|----------------|
| An armchair | Sit | At school | Dangerously | At night |
| A ball | Jump | In the gym | Joyfully | In the morning |
| A bird | sing | In the park | Beautifully | In summer |

Randomize the combinations

Create an advertisement using the combination you have

Group discussion

Second activity – group work on advertisement scene creation.

- Create an advertisement using the combination you have;
- Create the scenario of your advertisement;
- Imagine how it could be filmed;
- Draw your advertisement/ideas;
- Group presentation

Participants choose random sequence and gave to think of scenario of advertisement.

| No. | For what purpose it is made | From what materials | For whom it is | Content of it |
|-----|-----------------------------|---------------------|----------------|---------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |

Final Remarks

It is no surprise that women face additional challenges in pursuing entrepreneurship, therefore mentorship is key to developing women's competence of entrepreneurship through the experience of mentor and mentee. Women who are mentored by women feel supported and are better related to the challenges and aspirations of other females by sharing their own experiences, failures and successes.

The significance of the module is reflected through the mentoring experiences reported to be helpful in the personal and entrepreneurship development of mentored young women. Here young women mentor has to ensure effective mentoring in informal learning journey by providing the skills on entrepreneurship for young women.

We hope that theoretical material and practical exercises will help the participants to deepen a knowledge on mentoring relations, to apply in real life the knowledge about the structure of the mentoring process and main facilitating tools of mentoring and provided a set of instruments will create a reliable contact with the mentees equipping young women with entrepreneurial skills to start up their own enterprise.

Additionally, if you would like to look deeper into the mentoring and entrepreneurial world – get a free access:

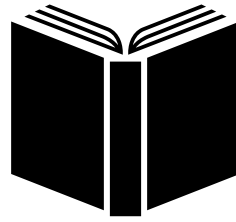
Mentor Books. Free Collection

<https://mentoringgroup.com/books.html>

Free Entrepreneurship Books Download | Ebooks Online Textbooks

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GOOD LUCK!



MODULE 3. SOCIAL INNOVATION COMPANIES

INTRODUCTION²⁴

The third module of the WOMCA training course is aimed at providing mentors with an overview of social enterprises. The module wants to clarify the defining features of social innovation and social entrepreneurship. In addition, mentors will get an opportunity to get inside the description of the common Business Models in social innovative companies, as well as in the financing sources for these specific enterprises.

We will delve into alternative financing sources explaining the differences between them. Finally, and linking with one of that sources that is Business Angels, we will learn what is Pitching and how we can create an effective and attractive pitching to achieve our goals.

In short, the module addresses the following topics:

- Introduction to Social Innovation: What is social innovation and why does it matter? The role of Social Entrepreneurs
- Business Models
- Financing the company: Business Angels, Incubators & accelerators, Crowdfunding & Crowdlending
- Pitching: What is Pitching? How to pitch Business Angels?

Objectives

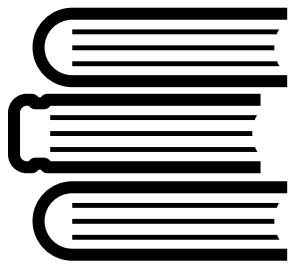
The main objectives of this training module are:

- ☑ To learn theoretical concepts such as social innovation or social entrepreneurship.
- ☑ To learn what are Business Models and its relevance in order to implement a social business project.
- ☑ To know which the most suitable financing sources for social entrepreneurs are.
- ☑ To learn how to create an appealing pitch.

Competences

- Creativity and innovation, to think in unconventional ways.
- Decision making and problem analysis.
- Business orientation, in order to identify opportunities in social businesses.
- Insight, to analyse problems and see the different sides to find different solutions.
- Planning and organising, to prioritise decisions and actions.
- Presenting, to expose verbally ideas clearly and concisely.

²⁴ This module has been developed by DRAMBLYS.



THEORETICAL FRAMEWORK

Introduction to social innovation

What is social innovation? And, what are social innovation companies?

There is no single, exhaustive, or accepted definition of social innovation. The word has been used and abused in last decades. In the collective thinking (*imaginaire collectif*) suggests to us modernity, change and positive impact. Your mentees are likely to question further, what is difference between innovation and other concepts such as creativity, research or entrepreneurship.



We can find a large bibliography about what is or what is not social innovation. Many authors agree on that all innovations are social processes of interaction and communication. So, it means that any innovation has outputs in the shape of social effects. But not all social changes have a real and an effective impact on the context they act.

The short and simplest definition would be that is a set of ideas that work. For a more comprehensive one, we could say that a social innovation is the **match of previous and new social practices (resources, authority flows, social routines or cultural values) promoted by certain actors who, in an intentional targeted manner, try to satisfy needs or problems through a transforming action, and creating new scenarios, relationships and collaborations.**

The British Council defines a social innovation as "a 'disruptive' solution to a social need -- that is, one that seeks to change the way things are done to meet the challenges facing society."

Finally, if we had to differentiate social innovation from business innovations, the second are generally motivated by profit maximisation and diffused through organisations that are primarily motivated by profit maximisation.

What is social entrepreneurship?

As you are working with entrepreneurs, probably there is no need deal with the definition of an entrepreneurship, however, we consider it relevant to highlight the following insights that will be useful to define a “social entrepreneurship”.

As you might already know, the word “entrepreneur” originally comes from the combination of two Latin words “entre”, to swim out, and “prendes”, to grasp, understand, or capture.

Irish economist Richard Cantillon, in his 1755 *Essay on the Nature of Trade in General*, was the first writer to use the word in a more modern context. Cantillon stated that entrepreneurs are non-fixed income earners who pay unknown costs of production to earn uncertain incomes. He established the entrepreneur as a “risk-taker”.

"A **SOCIAL ENTREPRENEUR** CAN GET IN A WINDOW OF OPPORTUNITY AND PROMOTE **SOCIAL INNOVATION** TO IMPROVE A SITUATION AND GET A BENEFIT, OF WHATEVER KIND, FOR IT."

A social entrepreneur is not a philanthropist or an activist, or at least not only. They are focused on transforming systems and practices getting to the root of poverty, marginalization, environmental issues or the loss of human dignity. In short, a social entrepreneur wants to change things and sets up an organisation (whether for profit, a social enterprise, or not) to help bring about those changes.

Social entrepreneurship has been defined by Marten and Osberg (2007, p. 35) by three components:

1. **Identifying a stable but inherently unjust equilibrium** that causes the exclusion, marginalization or suffering of a segment of humanity that lacks the financial means or political clout to achieve any transformative benefit on its own;
2. **Identifying an opportunity** in this unjust equilibrium, developing a social value proposition, and bringing to bear inspiration, creativity, direct action, courage and fortitude, thereby challenging the stable state's hegemony; and,
3. **Forging a new, stable equilibrium** that releases trapped potential or alleviates the suffering of the targeted group, and through imitation and the creation of a stable ecosystem around the new equilibrium ensuring a better future for the targeted group and even society at large.

Taking into account the above-mentioned points, we can identify some common elements in social entrepreneurs' role:

-**"Uncomfortable moment with reality"**. Social entrepreneurs don't wait *Eureka moment*. Innovation is a **deep though process** that entails the identification of a situation and its definition as a problematic situation.

-**Willingness to change**. It implies that the social entrepreneur is not comfortable with that balance and want to change it into something new.

-**Imagination**, self-confidence and ability to use resources efficiently.

-Resulting enhance of actors and new social relationships.

In brief, according to European Commission, there are three dimensions in a social enterprise:

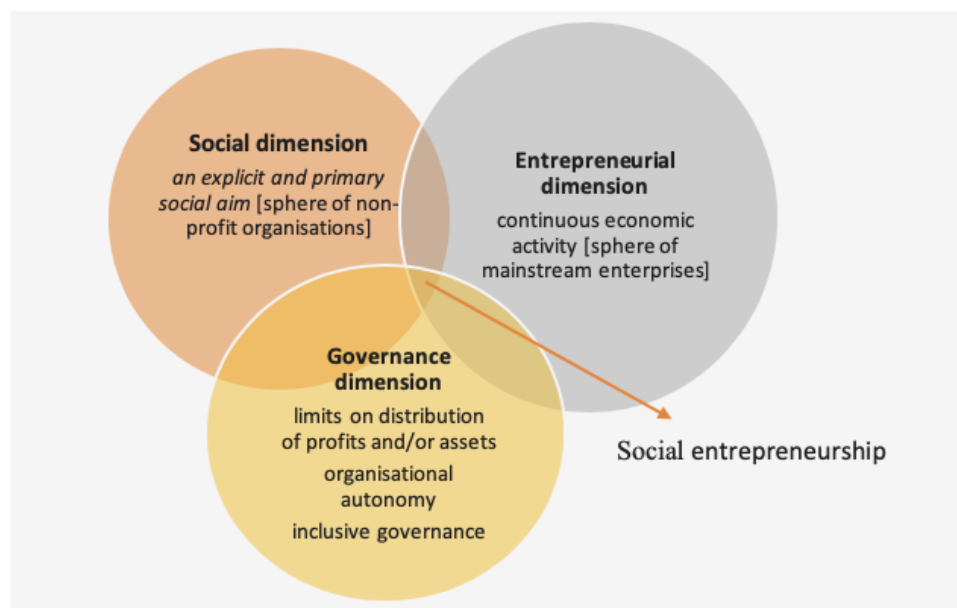


Figure 1. The three dimensions of a social enterprise

Who can promote social innovation?

Starting a social entrepreneurial activity is not unique to the non-profit sector. It can be driven by different actors such as public institutions, pressure or interest groups, markets, social or civic movements and academia as well as by social enterprises, and therefore, your mentees.

Indeed, a key aspect of many successful experiences is to go beyond the traditional sectors to set up strategic alliances between small organisations and entrepreneurs (the 'bees' who are mobile, fast, and cross-pollinate) and big organisations (the 'trees' with roots, resilience and size) which can grow ideas to scale.

An African proverb says *"if you want to go quickly, go alone. If you want to go far, go together."* It often happens that we associate entrepreneurial path with a lonely path, and probably it will occur in many different points of the process. However, a team or key people (mentors included) can cushion some of the difficulties.

Furthermore, you will not only have different points of view and variety of professional profiles, but also, we need to understand that in the current context, can be vital to have travel companions in the financing challenge.

Why does it matter? The role of Social Entrepreneurs.

The main goal of social innovation is the creation of positive impact and social value. But, how do we measure that impact? The changes that a social enterprise promotes, must improve society rather than individuals. That necessary means that the innovation is working for a group of people who are undergoing with the lack of something: social equity, gender equality, human rights, resources, etc.

While it is true that social enterprises are driven by their values because they pursue an explicit social mission, it is also true that they play through the rules of the marketplace just like commercial enterprises. In short, being a sustainable social enterprise means to be a successful enterprise.



So, if we want to make an impact in any form, we need purposes and a plan to make them happen, and of course we need to define what we are going to measure. For example, if our product is an app that is going to raise awareness between youth about bullying we need to know how it has affected: how many people have downloaded the app, kind of uses (individuals, schools or within families), how many people have used repeatedly, etc.

To build up this process, a social entrepreneur must develop and improve some skills. But, if an entrepreneur has already taken action and has gone beyond the *wantrepreneur* attitude, he or she has already some strengths such as observant, curious and restless. They have found out something to change and have moved towards the transformation. But one skill or ability to work on, **is the out of the box thoughts**, which implies to defy ourselves, and be able to accept discomfort roads or difficult shortcuts, to think differently as we traditionally do and discover new landscapes.

According to Yunus & others (2009), building social business models relies on some of the same strategic moves as conventional business model innovation. However, the specific characteristics of this type of business model are slightly

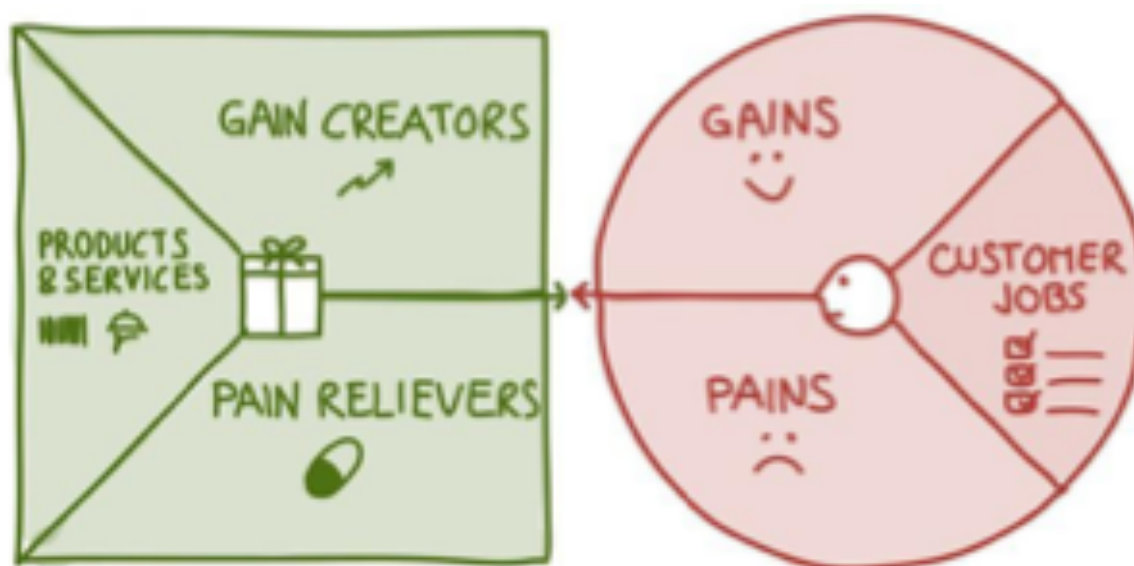
different: the need to take into account all stakeholders, not only shareholders, and the need to define the social profit that is the aim of the social business.

Business models

When introducing business model concept to your mentees, at this point, it is important to differentiate between Business models and the tools to create business models. A **model** is a mental and an abstract template that is built through theory. It gives orientation and structure. A **tool** is closer to the definition of technique which is the instrument or device used to carry out a function; i.e. the developing of a business model for this particular case.

There are several resources to project a Business Model. Two of the most popular approaches is the so-called [The value proposition canvas](#) and [My Social Business Model \(MySBM\)](#).

The Value Proposition Canvas is a simple way to understand the customers' needs, and design products and services they want. Which distinguishes it from the traditional Business Canvas is the flow that connects the different areas. Rather than thinking of each box as a separate list, this way, make the entrepreneur consider how the different areas link to each other. This is how the tool looks like:



You may share with your mentees the following video for further information and insights about Value Proposition Canvas: <https://www.youtube.com/watch?v=ReM1uqmVfP0>

A Business Model can be defined as the template through which a business creates valuable products or services for its clients. It is the backbone of an enterprise and it refers to several areas of interest. There are unlimited number of Business Models, but they can be grouped depending on the aspects they are focused:

- Some of them focusses on **technological progress and innovations**. This means that they investigate the consequences and implications of technology shifts and try to explain how companies organize themselves to gain profit.
- A second big group could be the models focused on **strategic management tools** to improve a company's value chain. They analyse how to reframe and improve a business's organizational structure and efficiency.
- The third group pursues to research about **strategy and competitive advantage** by adding the component of market competition. Social innovative enterprises need to find new ways how to deliver value to their customers and beneficiaries and they need to experiment and innovate their business models.

But business models in social enterprises need to respond and organise their value creation and the financing dimension. The value creation dimension must answer to the question: who our customers are and what we offer to them that they perceive as valuable.

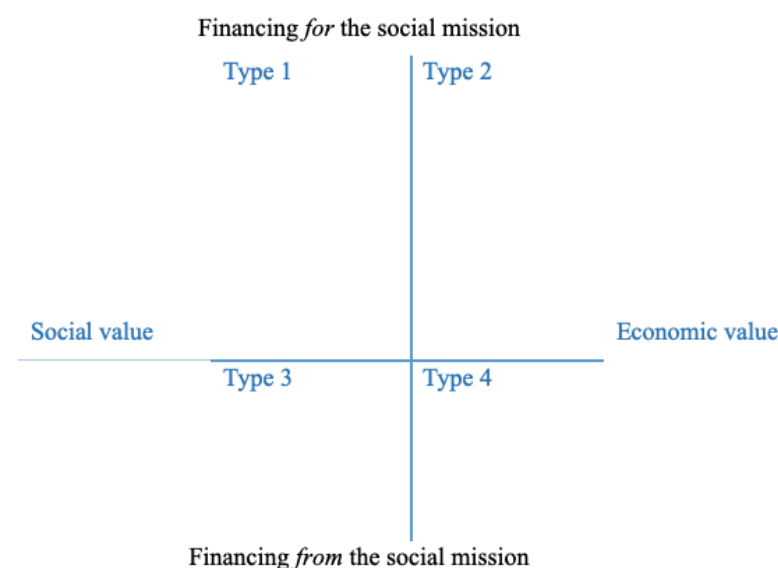
As we know, innovation is about invention (technical field) and about trading (business area), so the business model let us link both elements. The large amount of literature suggests that business innovation comes along with three elements: challenging conventional wisdom, setting up partnerships and experimentation.

One differentiating feature between traditional businesses and social innovative ones, is the period from the generation of the business idea to the placement on the market. Traditional companies go through a period between two to five years to base the company. In the case of social innovative companies, that period is shorter (between 2 and 6 months), thus, an entrepreneur must be agile and flexible to adapt the product or service to possible transformations. Indeed, specification of targeted stakeholders is vital with the first steps.

Success will crucially depend on how fast and effective the setting of a social entrepreneur is. That is why social business models need to clearly define their objectives, a stakeholder's map, location, distribution chain and the rest of components that the service or product will have.

Social enterprises make up a wide spectrum of viable business models to choose from. We are going to describe 4 of them, according to Maximilien Weis (2017), that might be helpful for young entrepreneurs while choosing a starting point. Business models are not fixed templates, so they can vary according to objectives, nature or features of the enterprise. That is why we will not present them as closed business models, but as a low-chart, where the company maybe be located according to four factors.

On the vertical axis we move along social profit equation that defines the kind of value that is created to solve the social issue, and the economic profit equation that defines the financial model. The horizontal axis is about the value creation, and it will establish a model depending on if we are promoting activities such as community building, empowerment of groups or inclusion of minorities, or if our product or service is going to provide access to resources or promote labour integration for example.



The combination of the 4 factors results in different Business Models. It is vital to know where our future project is going to be in order to move forward. A precise and exhaustive starting point will provide us with a proper foresight.

Furthermore, a business plan must include a representation of:

- Value proposition.
- Organizational infrastructure and technological architecture.
- Value finance (costs, pricing, expected revenues...).
- Value network or stakeholder map.

Since social entrepreneurship is not sharing the same proposition of the market-based competition model as conventional businesses, the exchange of good practices with other social innovative enterprises is a key element.

Hereafter, the four different Business Models are described according to the four previous axes:

| | Type 1: Social capital | Type 2: Political capital | Type 3: Human capital | Type 4: Economic capital |
|--------------------|--|--|--|--|
| Orientation | Satisfying a consumption need where there is a social target group (beneficiaries) and there are the customers (donors/funders), who engage in the firm's social mission and support the business financially. | Satisfying a social target group's consumption need, while satisfying a social target group's production need. It focuses towards economic value creation and leveraging on political capital. The social action generates value for the target group that is now on the production side, while they provide free production support to the consuming social target group. | Satisfying a production need of a social target group positioned on the production side. So, it generates revenue by satisfying a consumption need. | Satisfying a consumption need of a social target group, which is located on the consumption side. The beneficiaries are clients like a market target group, which pay for the goods and services they consume. |
| Aims | Civic engagement, promotion of power or resource mobilization | Law and justice issues | Promote social change by enlarging individuals' skills, expertise and knowledge. | They tend to offer products and services that show strong spill-overs such as water, energy, insurance and health care. |
| Profit | Depending on their donors and funders. Public institutions support | One social target group offers free production input so the need for donations and funds is lower | The created revenue is expected to cover all the expenditures for supply, personnel and infrastructure needed to create value with the social mission. | Generated market revenue |

Source: prepared by the authors on the basis of Weis, 2017.

Examples in Europe

Your mentee might be interested to learn about social enterprise in any particular country or keen on to explore further successful examples of a social enterprise. You may visit the following links and reports for further information and inspiration:

- ▶ European Commission has an extensive database with country reports of social enterprises and their eco-systems in Europe in the Employment, Social Affairs & Inclusion Area. For further country-specific information and a list of useful resources you may visit: <http://ec.europa.eu/social/keyDocuments.jsp?advSearchKey=socentcntryrepts&mode=advancedSubmit&langl&langld=en>
- ▶ A map of social enterprises and their ecosystems in Europe. Interesting publication about the social enterprise in Europe and the national frameworks: <http://ec.europa.eu/social/BlobServlet?docId=12987&langId=en>
- ▶ Learning and training for social entrepreneurship. European approach. A report with information about social entrepreneurship in Europe (comparative analysis) and learning and training opportunities for social entrepreneurship: https://settle-project.eu/wp-content/uploads/2016/10/SETTLE_IO1_Final.pdf
- ▶ Forbes has gathered 30 success stories of social entrepreneurs in Europe. It can be an inspirational source to raise concrete ideas: <https://www.forbes.com/30-under-30-europe-2017/social-entrepreneurs/#f22fe0e154d3>
- ▶ Finally, to learn more about trending Social Enterprises in Europe you can visit: [5 Trending Social Enterprises In Europe That You Should Know About](#)

Financing the company: Sources

Social enterprises may employ traditional financing because traditional resources of debt and equity can still work for them. Yet as social enterprises have worker and community benefit as part of their core purpose, they can look for special financing approaches. Some characteristics of financing social enterprise models are²⁵:

- ▶ Investor returns on financing social enterprise vary across the spectrum from competitive to below-market returns.
- ▶ Public funding from Governments are important in early stages of social enterprise development.
- ▶ Non-traditional, specialized, and innovative forms of finance are often involved.
- ▶ Ecosystems of support are needed to reduce risk and increase likelihood of success.

As social enterprises may research in new financing opportunities, there is a vital concept they must know: Socially responsible investing (SRI). The SRI takes three forms: investment screening (when the investment is only in companies that meet certain social or environmental criteria); community investing (directing capital to underserved communities); and shareholder activism (trying to influence companies' social or environmental conduct through corporate governance procedures).

The most **common types** of financing are:

Banks: traditional grants, loans or credits.

Public and private grants: At present, there are various programmes, both public and private, which offer financial support for social enterprises. This aid varies widely in terms of the type of activities financed, the type of financing and their involvement in financial accounting. Thus, we can find grants for the constitution and operation of the company (normally they are reimbursable capital grants in the medium term with a preferential interest rate) up to grants to contribute to the development of specific projects of the company (development of innovative products or services) that normally represent a percentage of the total non-reimbursable investment. It is important not to forget this source of financing for the

²⁵ Source: <https://democracycollaborative.org/>

company, as it involves not only support for initial investment but also the possibility of financing specific projects that may result in a comparative advantage for the company.

Peer-to-peer lenders: is a way of debt financing when people borrow and lend money without a financial institution. The profile of the borrower is usually displayed on a peer-to-peer online platform where investors can evaluate several profiles to determine whether they would want to make a possible investment.

Venture capitalists: it is financing that investors provide to start-up companies and small businesses that are believed to have long-term growth potential. It generally comes from well-off investors, investment banks and any other financial institutions. However, it does not always take just a monetary form; it can be provided in the form of technical or managerial expertise.

Ethical Banks: Fiare, Oikocredit, Coop57, Triodos Bank, Fets. Although they still try to earn profits, their practices are based on values driven by environmental and social responsibility.

Personal investors such as family and friends.

Other **alternative financing** sources are:

- ☐ Business angels
- ☐ Crowdfunding and crowdlending
- ☐ Incubators or accelerators

We will briefly sum up them down below, that might be interesting for WOMCA mentors to explore them further with their mentees.

Business Angels

They are private individuals, often of high net worth, and usually with business knowledge and expertise, who directly invests part of her or his personal assets in new and growing private businesses. They can invest individually or as part of a consortium.

They not only provide capital, but management experience, skills, and contact network for the entrepreneur as well.

Because of their experience they are aware of the need of being patient until the return of the investment.

Due to all the above, Business Angels are key to overcome funding gaps for fast growing small firms and specially in getting started.

Incubators & accelerators

Sometimes, the differences between co-working, accelerators and incubators are not clear enough. The three concepts are work-spaces, but accelerators and incubators may be also financing sources. In order to have a clearer vision we have outlined the three ideas:

| | Co-working | Accelerators | Incubators |
|------------------|---|---|---|
| What is it? | It is a community of like-minded individuals who work together in the same space to collaborate and grow. It is just a space, either free or paid, with an internet connection and desk-space. | Programs that help entrepreneurs to get the business up and running in short space of time. They will take a small bit of equity in return for small investment and mentorship. | Programs involve a longer-term involvement, where the company receives ongoing support and mentorship on-site, for a larger piece of the company. |
| Services offered | -Rental desk or office -Structure, space and flexibility in the early days | -Expert mentorship -Seed funding -Counselling and workshops | -Counselling and workshops -Mentoring -Funding support |
| Initiative | Public/Private | Private | Private |
| Duration | Depends on the company growth | From 3 to 6 months | From 1 to 5 years |

Incubators provide support to the start-ups at the first steps of building their company. The entrepreneur has already had an idea to bring to the marketplace, but no business model and plan to make the transition from innovative idea to reality. Accelerators boost and drive the growth of existing companies with an idea but with a business model as well. The basis of this programs is to fuel their successful and relate them to investors and key influencers.

Crowdfunding & Crowlending

They are both ways of crowd-sourced finance with differences in the features of investors and borrowers. These types of financing allow projects to be financed directly by a large group of people, called the "crowd".



Crowdfunding is raising money directly from a large number of people all putting in relatively small amounts of money ([CRUCIAL project](#)). We also can define the concept as "The practice of soliciting financial contributions from a large number of people especially from the online community. Crowdfunding activities are generally intermediated by crowdfunding platforms."

Crowdfunding is perhaps the best known or most likely model of alternative financing. Partly because of its main feature of seeking funding from individuals who are not typical "investors" (it is based on small investments of many investors) and that its greater visibility is online with strong support from social networks. However, when it comes to putting this funding mechanism into practice, it is a great unknown and still little exploited.

There are different types of Crowdfunding, depending on the type of investment, the return on this investment or even the length of time the investment is held. Thus, we can highlight the following models of crowdfunding :

- **Loan based** – is when a crowd lends money to a person or company on the understanding that their money will be returned to them with interest added.

- **Reward based** – is when a crowd gives money to a person or company and in return gets a reward for their contribution. Rewards vary from project to project and depending on the amount given you can receive a high 5 or a state of the art smart watch. It's generally considered to be a method of pre-sales.

- **Equity based** – The crowd invests in a company in return for shares. If that company is successful, the shares that you own will be worth more than you paid for them. If the business fails, you will lose your investment.
- **Donation based** – is where a person gives money to a project and does not expect anything in return. These campaigns are almost always for a charitable cause.
- **Invoice trading** – allows companies to receive an immediate cash advance rather than wait 30, 60 or even 90 days for their customers to pay. Companies will however pay a small percentage on each invoice.

Crowdfunding adapts very well to the financing needs of social enterprises, since it:

- It adapts very well to the alternative business models of the different types of social enterprises;
- It has a great social impact (especially the reward and donation models); and
- It is a very transparent model (monitoring the campaign of investors and the community through crowdfunding platforms) that supports the social responsibility component of social enterprises.

However, there are other aspects that must be taken into account when choosing this financing model:

- ✓ It is necessary to start from a clear, well-defined project with a focus on the media (especially social networks). This requires a lot of initial work (setting clear funding targets, what crowdfunding model we will use, etc.) and very direct monitoring of the campaign;
- ✓ The platform to be used for the campaign must be chosen very well, knowing from the outset the conditions of the platform and what happens once the campaign is over; and
- ✓ A specific model must be established for monitoring the campaign once it is completed.

In recent years and as a variant of crowdfunding, a new form of alternative financing has come into being: Crowd lending. Unlike in the traditional crowdfunding, in Crowdlending, a large number of people acts as moneylender, so they lend small or medium amounts of money. In return for the loan, the borrower undertakes to ensure to pay back the capital with interest over a set term. The borrowers can be businesses or ordinary consumers. This specific financial alternative (Crowdlending) is appropriate to finance specific development process in social enterprises, and specially in short and long-term services and/or products development.

Pitching

What is Pitching? How to pitch Business Angels?

A “pitch” is a short speech to explain a business plan verbally. The pitch is usually shown by an entrepreneur or a group of entrepreneurs describing their ideas to potential investors to persuade them. Its aim is describing a business opportunity to secure funding to develop the idea further.

Pitches are often presented with the aid of some tools such as Microsoft PowerPoint. One key tip for Power Point Presentations that you may share with your mentees is the use of 10/20/30 rule: according to Guy Kawasaki, a PPT must have ten slides, be presented in no more than 20 minutes and be in thirty-point font. All these elements presented together will help you to optimise your speech. He also suggests that the ten slides topics should address next elements:

1. The Problem
2. Your solution
3. Business model proposition
4. Underlying magic/technology
5. Marketing and sales
6. Competition
7. Team
8. Projections and milestones
9. Status and timeline
10. Summary and call to action

The pitch is not replacing the Business Plan but including it, exposed through a more concise, delivery method. For that purpose, the pitch must satisfy some criteria to succeed:

- Briefness: less is always more. The ideas outlined need to be easily and quickly understood. The timing is critical, so the more concise the proposition is, the more effective you will be.
- Show facts not assumptions. Find and implement ways to test your business's viability. Prove them.
- Ensure economic viability. Show that you are a fiscally responsible manager.
- Complicity within the team. If you are a group of social entrepreneurs, you should show a great team dynamic. It is well known that a bad partnership can bring the bankrupted to any company.
- Reaching with the investors telling a story. Creating a cohesive narrative can bring extra value to your pitch. The story can tell about the roots of your idea or it can be a vision story. If it is a vision story then, you should try to set out the personal vision of how your company's new product or service will make the future better.

So, use **storytelling to tell the core values behind your Business.**

When you are telling a story, investors are imagining what they are going to say to their donors or board. So maybe is a good idea to tell the audience how you got started, how you overcome the constraints, or the progress and advances made (through stories and numbers). It is desirable to avoid long sentences.

-Anticipate questions and answer them ahead of time.

-Last but not least, be always ready for an elevator pitch. Some of the most significant meetings that any entrepreneur may ever have won't be planned. An elevator speech is a clear, brief message about who you are, what you do you and about the key elements of your business, service or idea. It must be presented between 30 and 60 seconds.

This is a video by Pixar creators, showing how they pitch their stories. It can be adapted by your mentees to pitch a Business Plan in a different manner: <https://www.khanacademy.org/partner-content/pixar/storytelling/storyboard-your-film/v/pitching1>

There are many opportunities, ways, spaces and forums where to find Business Angels. Some of them can be:

-Personal and professional networks

It is recommended to create a contact list and try to establish relationships with your stakeholders. Institutions and regional business organisations can redirect you to new contacts.

An advisable way to approach Business Angels may be to seek support and guidance with your business. Afterwards, your story will come across and they will develop interest in a potential investment. When the time comes, they may be ready to help, or introduce you to someone else who can.

-Official platforms:

This is an example of platform that is all over the world. You can select your location to get started:

www.angelinvestmentnetwork.us

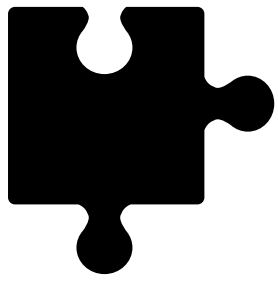
Other interesting platforms for your meentess to visit and explore could be:

- ▶ Startupxplore, in Europe <https://startupxplore.com/es>
- ▶ <https://angel.co/>
- ▶ Founder Institute <https://fi.co/>
- ▶ Impact Hub <http://www.impacthub.net/>
- ▶ Bridge for Billions: <https://bridgeforbillions.org/>

-Events

Attending events can be an excellent opportunity to pitch ideas to hundreds of angel investors. There are several annual events but perhaps the three best-known at EU level are, although you may start with small local events and practice your pitch:

- ▶ The **Startup Grind** is a global Platform for entrepreneurs. A [European Conference](#) is celebrated every year, where today's top founders, investors, and innovators meet each other for a full day of contents, networking, and resources.
- ▶ [The Noah Conference](#) is another relevant Platform to power the European Digital Ecosystem that connects leaders.
- ▶ [EU-Startups.com](#) is one of the leading startup blogs in Europe founded in 2010. Their vision is to connect the European startup scene and to encourage entrepreneurship within Europe.



PRACTICAL SESSIONS

Practical training sessions will provide an opportunity to young female entrepreneurs to understand better how social innovation company works and why does it matter. While developing Stakeholder Maps the trainees will be introduced to Design Thinking technique - a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test.

In addition, working on Value Proposition Canvas will help young entrepreneurs to define the value proposition of a social enterprise.

Crowdfunding presents a real opportunity for social entrepreneurs to raise money and awareness for good causes. The proposed training activity will allow your trainees to identify and choose the most appropriate crowdfunding model for a social business and so, to understand the impact of the crowdfunding process in the business.

Finally, do you know the most effective way to present your business idea? Storytelling techniques can help your trainees to transform the pitch narrative from flat to engaging. Facts tell but stories sell.



TRAINING OVERVIEW AND ACTIVITIES

| Number | Duration | Topic | Exercise name/Method |
|--------|--------------------|---|--|
| 1 | 50 min | Introduction to social innovation: What is a social Innovation company? Why does it matter? | Entrepreneur sealing with social needs |
| 2 | 110 min | Business models and examples in Europe | Stakeholder map Design Thinking Technique |
| 3 | 60 min | Define your Value Proposition | Canvas Value Proposition |
| 4 | 90 min | Financing the company: Methods and resources | Find your crowdfunding model |
| 5 | 110 min | Pitching: an introduction to Business Angels, Start-up Investors | Now, do it yourself! Your pitch |
| 6 | 120 min (optional) | For further information | |

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| Nr: 1 | |
| Exercise name | Entrepreneur dealing with social needs |
| Specific objectives | <p>Technical objectives</p> <ul style="list-style-type: none"> -Analyse different types of social entrepreneurship; -Identify the objectives of the social enterprise; -Assess of the social entrepreneur challenges; -Look for solutions to similar situations. <p>Pedagogical objectives</p> <ul style="list-style-type: none"> -Critical analysis; -Peer learning approach |
| Duration | <p>Total: 60'</p> <p>Introducing the activity: 10'</p> <p>Video + discussion: 45'</p> <p>Final comments (facilitator): 10'</p> |
| Material | <ul style="list-style-type: none"> -Projector -Paper + pencil/pen -Internet access |
| Number of participants | It is important that the group is not less than 8 people and not more than 15 people. This will facilitate good interaction and the existence of different and diverse voices, which can be converted into conclusions centred on the topic (no dispersion of concepts and ideas) and which can easily be converted by the trainer as part of the training (making a summary of them so that the students can incorporate them into the training process). |
| Description | <p>This exercise is intended to assess two study cases about what is social entrepreneurship. Trainees, guided by the trainer, will watch two videos (proposed) and analyse (critically) the different approaches to be entrepreneurs and how entrepreneur deal with the different challenges and create her company.</p> <p>The exercise will be structure in the following steps:</p> <p>Step 1: Introduction 5' . Trainer will introduce the exercise: What, How and Why: What is expected from the trainees, How will they do and What are the reasons to do the exercises. Trainer will provide with the some topics that trainees have to consider when they watch the video.</p> <p>Step 2: Theoretical introduction 5'. Summary of the theoretical introduction included in the topic 1 of the module. This introduction should provide trainees with the elements they to assess.</p> <p>Step 3: Videos (2 videos maxi. 5 minutes). Trainees will watch the videos and take some notes. IMPORTANT. They only watch the videos once. During the activity, they could watch the videos more in detail.</p> <p>Step 4: Trainees' notes (10') Give some minutes trainees to write some notes according to the topics that they have to analyse.</p> <p>Step 5: Comments and review 30'. Trainer will facilitate a discussion about the videos. During the discussion, the trainers will put the videos again in the specific moment to explain and solve some doubts.</p> <p>Step 6: Facilitator will summarise the main results (10') and they can be added to the knowledge of the group.</p> |

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| Methodological advice | This activity has to be organised as a “peer learning” activity. Trainer will facilitate the discussion and solve doubts, but the main knowledge will come from the trainees. |
| Variations | N/A |
| Country specific adaptations | As the social entrepreneurship ecosystems and approaches can change from one country to other, it's better that trainers choose and use videos and examples representing the countries. |
| Weblinks, videos, pictures, further material | |

| | |
|-------------------------------|---|
| Nr: 2 | |
| Exercise name | Stakeholder Map (Design Thinking Technique) |
| Specific objectives | <p>Technical objectives:</p> <ul style="list-style-type: none"> -Identify the different “types” of stakeholders; -Analyse the stakeholders perspective and interest; -Visualise the relations between stakeholders and between you and the stakeholders. -Ranking stakeholders and identify relevant issues <p>Pedagogical objectives:</p> <ul style="list-style-type: none"> -Knowing different and alternative analysis instruments (design thinking) -Organise your thoughts and improve your ability to think visually -Present your ideas in a persuasive way |
| Duration | <p>Total: 60’</p> <p>Introducing to the activity and design thinking methodology: 5’</p> <p>Trainees working: 30’</p> <p>Sharing results – trainer/Facilitator feedback: 20’</p> <p>Final comments (facilitators): 5’</p> |
| Material | Chalkboard - Paper – Paperboard - Post-it notes - Coloured markers/pens |
| Number of participants | <p>Working in teams</p> <p>Between 3 and 4 persons per team</p> <p>Minimum 3 teams / max. 4 groups</p> <p>Total between 9 and 16 persons</p> |
| Description | <p>Facilitator will introduce the exercise to the trainees. Here you can find the introductory text:</p> <p>“Imagine that you are working in your Business Plan. A detailed display and visualization of your stakeholder map is a key activity that will allow you to identify your potential allies and the relations between them. So, it’s important that you draft and define your stakeholders map.</p> <p>To do this task, you can use different methodologies. For this exercise we will use “Design thinking”. At the end of this activity you should obtain a well-defined stakeholder map that will help you understand better your socio-economic environment and select the most appropriate strategy for your social business.”</p> <p>Trainer will structure the exercise in the following steps:</p> <p>Step 1: Explain activity objectives and outcomes – The final objective will be to draft a stakeholder map for “future project”.</p> <p>Step 2: Introduce “Design thinking” methodology.</p> <p>Step 3: The groups will work on the exercise. The facilitator/trainer will walk among them to answer any questions that may arise and to observe the progress of the exercise.</p> <p>Step 4: Each group explains the outcome of the exercise and how they came to this map. The trainer will evaluate the map by highlighting the right and wrong aspects and how to improve them. Other students can ask questions and the group, or the trainer can answer their questions.</p> <p>Step 5: Conclusions and recommendations. Recapitulation of the methodology</p> |

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| Methodological advice | This activity should be carried out in face-to-face training under the supervision of a trainer. It is important to take into account the ability to learn among them "peer learning". |
| Variations | It could be done individually, but when the people in is less than 5 people. |
| Country specific adaptations | N/A |
| Weblinks, videos, pictures, further material | https://hbr.org/video/4443548301001/the-explainer-design-thinking https://youtu.be/UAinLaT42xY (In his 2009 TED talk, Design Thinking pioneer Tim Brown discusses Design Thinking's value in solving very complex challenges) |

| | |
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| Nr: 3 | |
| Exercise name | Canvas Value Proposition |
| Specific objectives | <p>Technical objectives</p> <ul style="list-style-type: none"> -Identify the different elements that are key to define your value proposition -Analyse the different elements and their weight on the value proposition -Define in a clear way the value proposition of your social enterprise <p>Pedagogical objectives</p> <ul style="list-style-type: none"> -Knowing different analysis instruments (canvas value proposition) |
| Duration | <p>Total time: 60'</p> <p>Introducing to the activity and canvas value proposition methodology: 10'</p> <p>Trainees working: 20'</p> <p>Sharing results – trainer/Facilitator feedback: 20'</p> <p>Final comments (facilitators): 10'</p> |
| Material | <ul style="list-style-type: none"> -Projector -Internet access -Chalkboard -Paper and pencil |
| Number of participants | <p>Working in teams</p> <p>Between 2 and 4 persons per team</p> <p>Minimum 4 groups / max. 7 groups</p> <p>Total between 8 and 14 persons</p> |
| Description | <p>The main objective of this exercise trainee/mentee could define her business value proposition using the "CANVAS VALUE PROPOSITION METHODOLOGY".</p> <p>Step 1: Explain activity objectives and outcomes – The final objective will be to define the value proposition of your business.</p> <p>Step 2: Introduce "Canvas value proposition" methodology. Use the videos proposed in theoretical part to introduce the activity.</p> <p>Step 3: The groups will work on the exercise. The facilitator/trainer will walk among them to answer any questions that may arise and to observe the progress of the exercise.</p> <p>Step 4: Each group explain the outcome of the exercise and what it their value proposition. The trainer will evaluate the results by highlighting the right and wrong aspects and how to improve them. Other students can ask questions and the group, or the trainer can answer their questions.</p> <p>Step 5: Conclusions and recommendations. Recapitulation of the methodology and incorporate the knowledge to the group.</p> |
| Methodological advice | N/A |
| Variations | Depends of the group, this exercise could be planned to be done individually. If the case, it's better that the group not be longer than 5 persons. |
| Country specific adaptations | N/A |
| Weblinks, videos, pictures, further material | <p>https://www.youtube.com/watch?v=ReM1uqmVfP0</p> <p>https://www.youtube.com/watch?v=aN36EcTE54Q</p> |

| | |
|------------------------|---|
| Nr: 4 | |
| Exercise name | Find your crowdfunding model |
| Specific objectives | <p>Technical objectives:</p> <ul style="list-style-type: none"> -Knowing what the crowdfunding and the existing different models are; -Be able to select the most appropriate crowdfunding model for a social business; -Understand the impact of the crowdfunding process in the business. <p>Pedagogical objectives:</p> <ul style="list-style-type: none"> -Learning how to compare different alternatives through pros and cons methodology; -Making decision. |
| Duration | <p>Total time: 60'</p> <p>Introduction to the activity: 10'</p> <p>Explaining the pros and cons methodology: 5'</p> <p>Time for trainee: 15'</p> <p>Sharing the results with the group – Trainer's feedback: 25'</p> <p>Final comments and closing: 5'</p> |
| Material | Projector, Chalkboard, Paper and pencil |
| Number of participants | <p>Individual activity. However, a group of 8 person is the best option (each trainee will have about 3' to explain the solution).</p> <p>In larger groups, please adapt the time for sharing the results. Not more 12 trainees are recommended.</p> |
| Description | <p>The exercise is structured in the following steps:</p> <p>Step 1: Introduce the exercise and crowdfunding models (please, refer to the topic 4 of the module) and also use some of the proposed videos to explain what is crowdfunding and the different types, then introduce a hypothetical case as follows:</p> <p>The participants in the training course are social entrepreneurs who are going to create a social inclusion company for people with physical disabilities. The aim is to create a bakery and cafeteria at the same time, where, through work-based training, people with physical disabilities will acquire skills that will help them to integrate into the ordinary labour market.</p> <p>They are looking to finance the first establishment (rental, purchase of furniture and machinery and initial raw materials) to start its activity. This investment is approximately 60,000 euros and will allow them to contribute the first year to the training of 25 people with disabilities through the sale of bread and pastries and the cafeteria business. It is not expected that the income will cover this initial investment, which is why it is decided to launch a crowdfunding campaign.</p> <p>Analyse the different types of crowdfunding (according to section 4 of the theoretical content) and decide which is the most suitable for your business. Use the "pros and cons" methodology to do this and to explain your final decision.</p> <p>Step 2: Explain the "pros and cons" methodology. Use the chalkboard trainees to consult about the methodology during the process.</p> <p>Step 3: Trainees individual work.</p> <p>Step 4: Trainees will explain their results. Trainers will give his/her feedback about the decision.</p> <p>Step 5: Trainer will summarise the result and explain the most relevant conclusions.</p> |
| Methodological advice | N/A |

WOMCA TRAINING COURSE

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| Variations | N/A |
| Country specific adaptations | In order to enrich more the training process, please, try to adapt the exercise to national context. |
| Weblinks, videos, pictures, further material | https://youtu.be/Uq_xe17JRuY https://youtu.be/Vqvomrib6x0 https://youtu.be/FjmOlAynCyQ |

| | |
|-------------------------------|---|
| Nr: 5 | |
| Exercise name | Pitch your business |
| Specific objectives | <p>Technical objectives:</p> <ul style="list-style-type: none"> -Control how your investors view your business and the questions they could ask. -Knowing the key elements of your business idea and expressing it verbally. <p>-Pedagogical objectives:</p> <ul style="list-style-type: none"> -Learning how to be concise expressing ideas in a simple and direct way -Learning the Storytelling technique |
| Duration | <p>Total time: 75'</p> <p>Introduction 15': Warming-up.</p> <p>Video and explaining the activity: 5'</p> <p>Preparation and presentation of the pitches: 50'</p> <p>Final comments (Facilitator): 5'</p> |
| Material | White board, Paper and pencil |
| Number of participants | Less than 10 |
| Description | <p>This exercise is developed in two different parts.</p> <p>Step 1. The first part is a warming-up exercise. It should not last more than 15 minutes.</p> <p>The teacher or facilitator explains the participants the premise of all oral presentations: "less is always more".</p> <p>Then he/she asks the participants to write down in no more than 30 words the idea of their social business. They must highlight five key words.</p> <p>They keep these written ideas for next part.</p> <p>Step 2. The facilitator may display one pitching example https://www.youtube.com/watch?v=i7jX9SR0bfw</p> <p>The video is a 10 years old boy pitching his own business. He presents in a very quick and concise way his idea of entrepreneurship.</p> <p>Step 3. Now the facilitator explains that it is time to develop their own elevator pitch. The storytelling technique must be explained for this purpose. Some tips such as the voice control, using a real story of their roots, or how their idea came up, can be useful (to deepen this, review the theoretical part).</p> <p>The facilitator asks to recover the 30 words they wrote in step one and he/she explains that at least, the 5 highlighted words must be included in the pitch.</p> <p>They have 20 minutes to prepare their Pitch which must not last more than 3 minutes.</p> <p>The rest of participants will evaluate the presentation taking into consideration:</p> <ul style="list-style-type: none"> -The time setting -The credibility of the story -The verbal and non-verbal communication <p>At the end of each presentation, everybody will provide feedback.</p> <p>Step 4. Facilitator concludes and give recommendations. Recapitulation of the storytelling technique and incorporation of the knowledge to the different pitches.</p> |

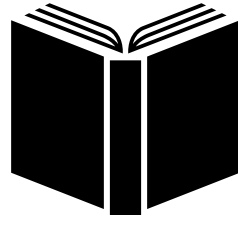
WOMCA TRAINING COURSE

| | |
|--|---|
| Methodological advice | <p>The activity is thought not only to train the ability to synthesize, but to see common mistakes everybody has when presenting ideas. What is important is to train, making mistakes, having honest feedback and repeat the process again.</p> <p>For this reason, the activity must be implemented in a collaborative way.</p> |
| Variations | An interesting option, if more time for developing this exercise is available, would be to record the pitch and watch it all together. |
| Country specific adaptations | N/A |
| Weblinks, videos, pictures, further material | https://www.youtube.com/watch?v=i7jX9SR0bfw https://www.youtube.com/watch?v=D2uKL6GZdT0 https://www.khanacademy.org/partner-content/pixar/storytelling/storyboard-your-film/v/pitching1 |

Final Remarks

Social entrepreneurship very often implies sailing between the seas of dynamic, recursive, diverse, chaotic, ambivalent, uncertain, delirious, fluctuating and exciting organizational systems, not to mention additional financial obstacles to be faced.

Speaking about financing and funding, the challenges of social enterprises are rather more complicated than those of traditional or commercial enterprises, mainly because their objective is not to general economic benefits but return to capital that is financially less tangible, but have more social value. In addition, social entrepreneurs have to fight against the prevailing myth that their businesses cannot generate profits since its main purpose is to help. However, the business model of social enterprises must be able to fulfil not only its social function, but also remain sustainable in the long run and generate benefits and added value for its investors.



MODULE 4. OVERCOMING CHALLENGES FACING WOMEN ENTREPRENEURSHIP

INTRODUCTION²⁶

To become a female entrepreneur is challenging. Self-protection, depression prevention and a balanced family and business life are necessary to build up a long lasting company. In this module, your mentees will get in touch with time-balance model by Lothar J. Seiwert, which focuses on more than simple time management tools. The module starts in the present life of the participants. It analyses their actual life-work-balance and explores their needs and roles in life. Based on this analyse they will be able to invent their personal time-balance-model for their future life as women entrepreneur. They will also use LEGO bricks and tools from the methodology of creative writing to work out their personal model. Consequently, your mentees will focus on challenging situations and learn about depression prevention.

Objectives

- ☑ Find a personal definition of a fulfilled life
- ☑ Use time-balance-model to create goals
- ☑ Get the whole picture of available time
- ☑ Examine obstacles
- ☑ Learn tools for common time-management challenges
- ☑ Use Writing tools to generate ideas and insight
- ☑ Learn about burnout prevention and think about personal supportive network

Competencies

► Realistic planning capability

Planning is a fundamental cognitive ability, which counts among the executive functions and is defined as the ability of “thinking of the future”. The right way is to anticipate the right way mentally, which is necessary for the implementation of a task or the attainment of a specific aim.

Planning is the mental process, which allows us to perform necessary actions to achieve an aim and to decide on the right order to allocate each task to the right cognitive medium and to create an action plan. (CogniFit, 14.01.2019)

²⁶ This module has been developed by FIB.

► **Decision-making ability**

Decision-making is a core skill that every employee will need to use at some stage in his or her career. To prove you are good at decision making, you will need to make the best possible choice in the shortest time possible, as well as being able to show reasons that support your decisions.

Many employees are forced to make complex decisions routinely as part of their job description; sometimes these decisions have to be made under intense pressure. Therefore employers need to know that the people they recruit can take the initiative when required and make good decisions in important situations. (WikiJob, 14.01.2019)

► **Time management**

Time management contains the ability to survey tasks and activities and optimize work and self-organisation as well as allot and plan time effectively. It contains the awareness of stress prevention and the achievement to spot valuable time reserves.

Time management is used as a tool to obtain more efficiency and effectiveness and to find strategies for personal success and time management. (Campbell, 27.6.2018)

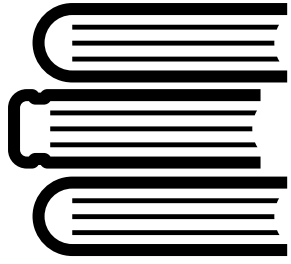
► **Awareness of priorities**

The meaning of prioritizing is to decide, which tasks you have to deal with primary, secondary and which ones are subordinate. Tasks of the highest priority need to be done first. On any number of occasions people waste most of the time with incidental problems, whereas a few essential tasks usually come up short. (Ohama, 14.01.2019)

► **Awareness of depression prevention (attentiveness)**

While triggers may be different for everyone, there are techniques you can use to prevent or avoid depression relapse. Most of the things that make you more likely to get depression are things you can't control, including your genes, chemicals in your brain, and your environment.

You may not be able to totally protect yourself from these things. But you can change how you handle the stress they can cause. If you already have depression, you can stop it from getting worse. (Levy, 2010)



THEORETICAL FRAMEWORK

"Today's time management concepts are based on a new, more appropriate way of dealing with time. They are geared toward identifying the amount of time that fits, which necessarily means returning to a more natural cadence." (Seiwert, 2008)

Time management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance.

It refers to make the best use of time, as time is always limited.

Time management plays a very important role not only in organizations but also in our personal lives.

Time management includes:

Effective planning

Plan the day well in advance. Prepare a to-do list or a task plan. Jot down the important activities that need to be done in a single day against the time that should be allocated to each activity. High priority work should come on top followed by those, which do not need much of your importance at the moment. Complete pending tasks one by one. Do not begin fresh work unless you have finished your previous task. Tick the ones you have already completed. Ensure you finish the tasks within the stipulated time frame.

Setting goals and objectives

Working without goals and targets in an organization would be similar to a situation where the captain of the ship loses his way in the sea. Set targets for yourself and make sure they are realistic ones and achievable.

Setting deadlines

Set deadlines for yourself and strive hard to complete tasks ahead of the deadlines. Do not wait for your superiors to ask you every time. Learn to take ownership of work. One person who can best set the deadlines is you.

Delegation of responsibilities

Learn to say NO at workplace. Do not do everything on your own. There are other people as well. One should not accept something, which he knows is difficult for him. The roles and responsibilities must be delegated as per interest and specialization of employees for them to finish tasks within deadlines. A person who does not have knowledge about something needs more time than someone who knows the work well.

Prioritizing activities as per their importance

Prioritize the tasks as per their importance and urgency. Know the difference between important and urgent work. Identify which tasks should be done within a day, which all should be done within a month and so on. Tasks, which are most important, should be done earlier.

Spending the right time on the right activity

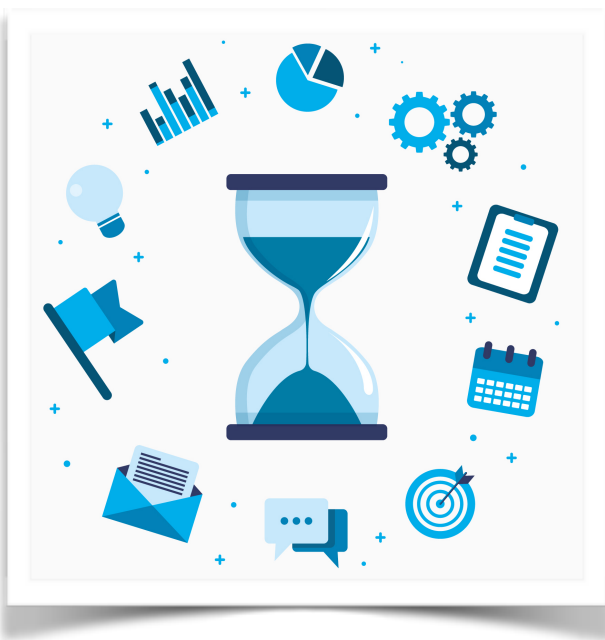
Develop the habit of doing the right thing at the right time. Work done at the wrong time is not of much use. Do not waste a complete day on something, which can be done in an hour or so.

For effective time management one needs to be:

Organized – Avoid keeping stacks of file and heaps of paper at your workstation. Throw what all you do not need. Put important documents in folders. Keep the files in their respective drawers with labels on top of each file. It saves time, which goes on unnecessary searching.

Do not misuse time – Do not kill time by loitering or gossiping around. Concentrate on your work and finish assignment on time. Remember the organization is not paying for playing games on computer or peeping into other's cubicles. First complete the work and then do whatever you feel like doing. Do not wait till the last moment.

Be focussed – One needs to be focused for effective time management. (Juneja, 14.01.2019)



Time management is the process of organizing and planning how to divide your time, between specific activities. Good time management enables you to work smarter – not harder – so that you get more done in less time, even when time is tight and pressures are high. Failing to manage your time damages your effectiveness and causes stress.

Good time management requires an important shift in focus from activities to results: being busy is not the same as being effective.

Time management refers to the way that you organize and plan how long you spend on specific activities. (MindTools, 14.01.2019)

It may seem counter-intuitive to dedicate precious time to learn about time management, instead of using it to get on with your work, but the benefits are enormous:

- Greater productivity and efficiency
- A better professional reputation
- Less stress
- Increased opportunities to achieve important life and career goals

Failing to manage your time effectively can have some very undesirable consequences:

- Missed deadlines
- Inefficient work flow
- Poor work quality
- A poor professional reputation and a stalled career
- Higher stress levels

The meaning of success is to achieve the aims without detours. In many regards the choke point is time. The loss of energy and time takes place if there is a lack of clear aims, planning, priorities and overview. Time management means to master the own work and time instead of getting dominated by them. The effective use of time enables two essential things such as the increase of success regarding to work and achievement therefore the income and it enables more time for more important things such as leisure time, family, friends etc.

Time has a value. Time that is available should be applied to achieve work-related and personal aims. Only by the use of effective time management daily tasks and activities can be managed without feeling constantly over-challenged and under pressure.

Time management is used as a tool to get a better overview of upcoming activities as well as setting consequent priorities. It is the meaning of acting instead of reacting, regarding to more free space for creativity and the awareness of dealing with strain as well as the ability to reduce or prevent stress. Time management highlights new ways to achieve aims consequently and systematically to get life in a proper direction.

Defining aims are essential to stay on top of things if days get hectically, set the right priorities among lots of workload, apply abilities optimal and to achieve aims in a certain and fast way. Time management is very useful at work as well as family and leisure time. The conscious use of setting and pursuing aims is contributing for self-motivation and self-discipline. (Campbell, 27.6.2018)

Time management and gender issues

Time management for female entrepreneurs is more than just a question of efficient coordination of work. Also nowadays women have the main responsibility for family work. This fact also concerns lots of young female entrepreneurs. Even if they don't have family when they start their business, the topic might come up some years later. This unit wants to offer a time management concept, which does not focus on simple optimising methods, but focus on the whole life, aims and resources of a person. This approach is not specially developed for women, but may help special them to overcome challenges forced by society and old gender stereotypes.

Plenty of times women have to manage different and more tasks than men as nursing relatives or taking care of the kids etc.

Using each type of paid help is associated with reduced time in male or female-typed tasks, narrower gender gaps in housework time and/or lower subjective time pressure. Results suggest domestic outsourcing does not substitute for much household time, reduces domestic time for men at least as much as for women, and does not ameliorate gender gaps in domestic labour. The only form of paid help associated with significant change in gender shares of domestic work was gardening and maintenance services, which were associated with women doing a greater share of the household total domestic work. There was no evidence that domestic outsourcing reduced feelings of time pressure. The conclusion is that domestic outsourcing is not effective in ameliorating time pressures or in changing gender dynamics of unpaid work.

Time management affects the way households are run. Time management is defined as overseeing your own scheduling. It is clear that men's and women's activities patterns differ, which likely requires or suggests differences in time management and scheduling styles.



The definition of household management activities as meeting loved ones' needs can be thought of as empowerment for the women, wherein they manage and make the decisions for their family. Women in this case might feel that they want to control their households. Scheduling and time management have a direct effect on women's activities behaviour in terms of when and how they execute their activities. It is crucial to understand how they manage their schedule as their activity behaviour patterns are affected.

Traditionally, in the developed world, women organize the temporal coordination of family activities and are responsible for controlling the temporal organization of family life ranging from making decisions about when to give birth to scheduling all family member's timetables. For example, women tend to organize the family schedule, as they know their children's schedules i.e., waking them up, taking care of them by getting them dressed, and dropping them off to school. These household management activities reflect the caring nature for their family members, which may be valued more by women. Women in families are speculated to typically find themselves as primary organizers and keepers of the family schedule due to the impact of technology. These are some signs that women might schedule most of their family activities. (Craig, 14.01.2019)

Women tend to manage the family schedule at home, which results in greater responsibilities for household work and the well-being of family members. Women also tend to schedule their work and home responsibilities to accommodate other before their own schedules. Researches have shown that women estimate longer time spent scheduling on work and home activities than men. There is an essential effect of the transition to parenthood on the division of labour among married couples and parenthood would produce a more differentiated gender division of labour. Household management responsibilities and domesticity are still primarily maternal roles. Fatherhood did not bring about a change.

On the other hand, women try to “balance” their work and home schedules to accommodate others. Women tend to take care of their children more than other activities. Women juggle a variety of roles out of preference and necessity. Women also are the “adapters” who would arrange their work hours to meet their children’s need and around their husbands’ need, whereas men tend to be the “accepters”. Men would take care of their children when women were in the workforce. Women are more responsive to their husbands’ labour activity due to children, which means that women are more adaptive to their partners’ schedule

Scheduling is a priority activity for dual-income earners, and that women usually bore responsibilities for scheduling in the home. In dual-earner families, women are more likely than men to perform two or more things simultaneously when at home. For example, a woman might be taking care of her child while washing dishes and thinking of what to cook for the night. Men, however, tend to focus more on activities separately. Women complain more about being overtired, sick and “emotionally drained”. Women feel more responsible for the home and childcare. They juggle housework, job and children – while men juggle job and children. Women at times spent more time doing housework than spending time with their children or work. There are three constraint categories in time-space settings that might affect scheduling.

First, capability constraints refer to physical constraint, such as the need for a minimal number of hours of sleeping and eating.

Second, coupling constraints refer to being with a particular person at the same location at the same time.

Third, authority constraints refer to regulations and rules. An example would be the store hours for a particular shopping centre. These constraints affect their flexibility to schedule their activities, especially towards their spatial, temporal and interpersonal flexibility of activities. (Levy, 2010)

Time management for right brained people

Beside gender topics, one more important fact has to be mentioned. Right-brained people will find traditional, left-brained time management skills frustrating and unworkable. Right favoured thinkers are usually no big fans of to-do-lists. They prefer multi-tasking, and may seem disorganized to others. However important skills for young entrepreneurs are located in the right side of the brain, like creativity, holistic thinking, associative and intuitive thinking. It might be possible that different right-brained women will attend the training. So it makes sense to use holistic and useful time management strategies also for right-brained workers.

Right-brainers, even with all their missed meetings, typos, and randomness have been gaining value for a while in the modern business landscape thanks to their much needed visualization, creativity, and communication skills.

These stereotypes about time management hold a kernel of truth. Sometimes people who pride themselves on efficiency are merely keeping busy. In their rush to check items off their to-do lists, they might be fussing over things that do not need doing – insignificant tasks that create little or no value in the first place. The point of managing time is not to overload your schedule with extra obligations. Instead, the aim is to get the important things done and still have the time to be human. An effective time manager is productive and relaxed at the same time. Personal style enters the picture, too. Many of the suggestions appeal to left-brained people – those who thrive on making lists, scheduling events and handling details. These suggestions might not work for people who like to see wholes and think visually.

Some might be suitable, with a few modifications. Instead of writing a conventional to-do list, for instance, you can plot your day on a mind map.

Time is a mystery, an abstract concept that cannot be captured in words. The minutes, hours, days and years march on whether we manage anything or not. What we can do is manage ourselves in respect to time. A few basic principles can do that as well as a truckload of cold-blooded techniques. (Tran, 14.01.2019)

Right-brained people are creative and passionate. They keep notes but lose them, write beautifully but messily and can sometimes let emotion get in the way of logic and reason.

They are easily distracted, but it is not because they lack focus. It is because they find their environment interesting and are curious about everything. To succeed as a right brain thinker it is important to eliminate distractions. It is important to keep them around peers who motivate them and people who have a history of success.

Right-brained people need to keep themselves under control. Clear rubrics, good outlines and drafts and self-discipline will all help them to succeed.

It is important to work with time and not against it and to eliminate burnouts as well as manage distractions. For right-brained people it is essential to create a better work and life balance. The traditional approaches to time management are all geared toward list making, time blocking and detail wrangling. It is a *set 'em up and knock 'em down* attitude about all the tasks that need to be packed into the day, but that type of linear thinking is nothing for right-brained people. Written plans and to do lists may be well-intentioned starting points for them, but will often be ignored once they get side-tracked by a distraction.

Right-brained people need a few unconventional tips for staying on task and on time.

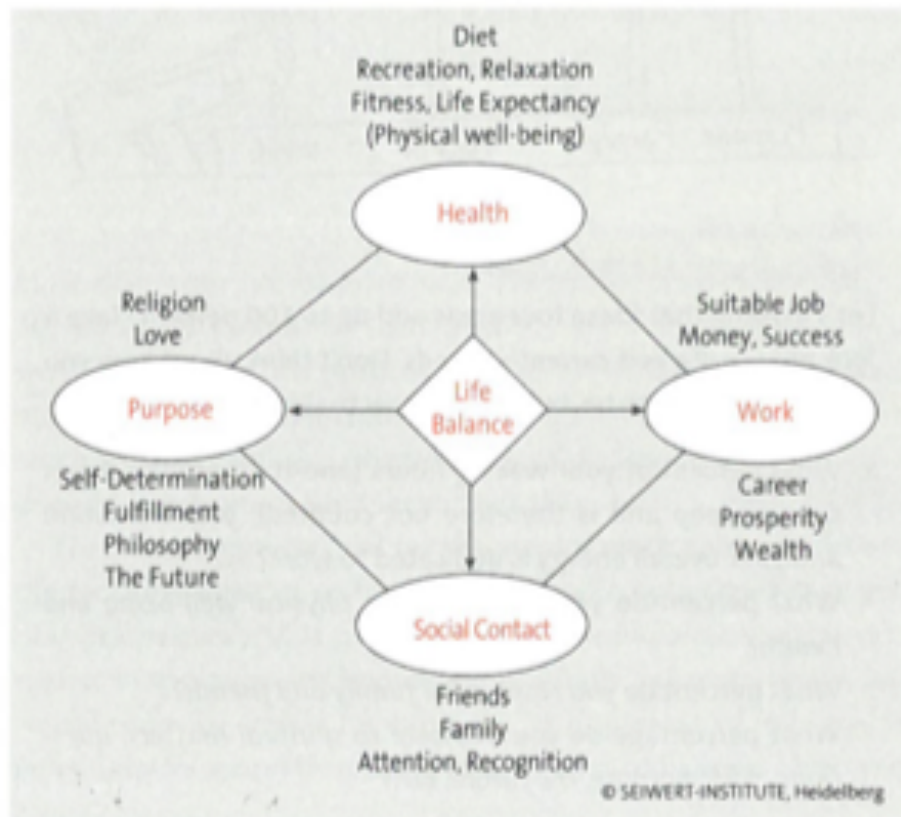
They tend to have an *out-of-sight, out-of-mind* attitude, so proper planning is very important to make sure productivity does not suffer. Their creative bend responds strongly to visual cues, and their attention may not be easily coaxed to stay trained on a tightly packed schedule. Sometimes they even find the idea of strict time limitations stress-inducing and stifling their creative flow. (Smith, 05.06.2018)

Time-balance-Model by Lothar J. Seiwert based on Nossrat Peseschkians idea of balance

Based on the idea of Nossrat Peseschkian (founder of Positive Psychotherapy), time management expert Lothar J. Seiwert invented the idea of 4 areas of life:

1. Achievement/work
2. Contact/relationships
3. Future/purpose/meaning of life
4. Body/health/self-care

The Life-Balance Model (based on Peseschkian/Seiwert):



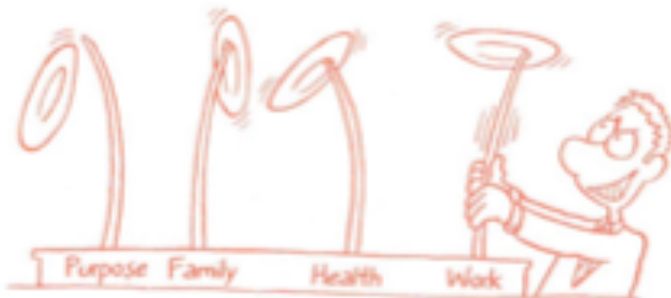
"Holistic time and life management is geared not just toward gaining time for all of life's crucial areas – job, family, health and purpose – but also toward bringing these four areas into balance and keeping them there, i.e. creating a work/life balance." (Seiwert, 2019)

To be in balance, all 4 areas need attention. Participants get a short introduction in Seiwert's theory and start to assort details for every area and possible roles they take over:

Possible roles:

1. Project manager, teacher, boss, ...
2. Mum, daughter, partner, friend, ...
3. Voluntary work, religion, meditation, ...
4. Any hobby, ...

It is easy to analyse your current situation with this model. Training participants will do so during the training. Here you can find a short introduction:



Your own personal life balance

Let's assume that these four areas add up to 100 percent. Take a look at your life as it currently stands. Don't think about how you would like things to be, but how they actually are.

- What percent of your waking hours (one-third of your day is spent asleep and is therefore not counted), your attention and your overall energy is dedicated to work?
- What percent do you invest in your physical well-being and health?
- What percent do you reserve for family and friends?
- What percentage do you dedicate to spiritual matters, questions of life purpose, the future, etc.?

Without thinking about it too much, divide the 100 percent that represents your total time among these four areas. The longer you take the less realistic the results will be!



Writing as a possibility to generate ideas and insights

Freewriting is one of the most popular and important methods in creative writing. It is much more than just making some notes. It is a tool to get your ideas, feelings, concepts, on paper. Founder Peter Elbow is Professor of English Emeritus at the University of Massachusetts Amherst.

“Freewriting is a fast method of thinking onto paper that enables you to reach a level of thinking that’s often difficult to attain during the course of a normal business day. This technique will help you understand your world, spot opportunities and options, solve problems, create ideas and make decisions.” (Seiwert, 2019)

Freewriting Basic Instruction:

1. Clear your mind. Relax. Forget all of the rules concerning grammar. This is the most important part of the exercise.
2. Set a time limit for yourself. If you are a beginning writer try a ten-minute limit. If you are a more experienced writer, try fifteen to twenty minute sessions. There are recommendations for longer sessions: forty-five minutes to an hour, but I have found that any session longer than twenty minutes become ineffective. What usually results are splintered splatters of ideas that are so abstract and far removed from the original focus that the writer cannot use them for the given piece of writing.
3. After you’ve set a time limit, **WRITE**. Don’t stop. If you spell words wrong, don’t go back to edit. If the idea fades **KEEP WRITING**. This is crucial to the exercise. Even if you have nothing on your mind, write “I HAVE NOTHING ON MY MIND, I HAVE NOTHING ON MY MIND, I HAVE NOTHING ON MY MIND.” You can keep writing this over and over because it is okay. What you are doing is freeing your mind, and eventually something will surface even if you have to do multiple sessions of free writing.
4. When the time limit is finished, **STOP**. Write nothing else. Then go back to the page. Read it slowly, and underline all of the ideas that surfaced during the session that pertain to the formal writing on which you are working. If the freewriting is too unfocused to use, take a break. Try a second session later, but try to maintain focused on the subject on which you are writing.

Freewriting is important and can be beneficial to all writers, but it is geared specifically to non-linear writers. It allows the mind to vent ideas that wouldn’t ordinarily surface under the conventional, linear framework of writing. (Peseschkian, 2018) (Seiwert, 2008)



TRAINING OVERVIEW AND ACTIVITIES

| Nr | Duration | | Topic | Exercise name | Method |
|----|-----------|--------|---|-------------------------------------|-------------------------------------|
| 1 | 15' | NOW | Warm up | Find someone... | |
| 2 | 30' | | 4 areas of life – Introduction | Life in balance: 4 areas of my life | Input & Introduction |
| 3 | 35' | | 4 areas of life – correlation with my life | The 4 areas of my life today | Self-reflective writing exercise |
| 4 | 90' | | Graphical analysis of my time priorities in life | My life in LEGO | Analyse with LEGO, group-discussion |
| 5 | 25' | | Analyse when you feel comfortable | My feel-fine-tempo | Self reflective writing exercise |
| 6 | 90' | FUTURE | My life one year after founding the company – Reality check, thinking in detail | My everyday-life as business-woman | Writing exercise, analysis |
| 7 | 30-60'' | | Analyse time resources in your first business year. | Talk about it | Discussion |
| 8 | 40' | | Defining big goals for every area of life, | Step into a balanced business life | Self-reflective exercise |
| 9 | 30' – 90' | | Defining little steps for one special goal | My user manual for ... | Instruction manual |
| 10 | 40' | | Know about the indicators of burnout | Burnout prevention | Paper, pencil, envelopes |

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| Nr: 1 | |
| Exercise Name | Warm up |
| Specific objectives | <ul style="list-style-type: none"> •Get to know each other •get into the topic •have fun, feel comfortable in the situation •create a trustful situation |
| Duration | 15' |
| Material/room | One question-sheet/person + pencils |
| Nr of participants | Variable |
| Description | Every participant gets a copy of the question-sheet. Equipped with sheet and pencil everyone gets up and starts to talk to each other. Participants have to find others who can answer one of the questions and write her/his name next to it. They should try to find one person for every question in time. |
| Methodological advice | Good exercise for groups who don't know each other, and to get into the topic |
| Variations | |
| Country specific adaption | |
| Weblinks, Videos, Pictures, further material | |

On an extra sheet questions:

Find someone who....

- ▶Already started a business.
- ▶Is happy to be here.
- ▶Wants to start her/his own business
- ▶Wants to improve his/her time management
- ▶Is thinking about how to arrange family and business
- ▶Has a cool business idea
- ▶Knows a good and reasonably priced tax accountant
- ▶Wants to make the world a little bit better
- ▶Is keen on launching her/his own website
- ▶Knows someone or experienced on her/his own, how it feels to fail and get up again
- ▶Is good in marketing

| | |
|--|--|
| Nr: 2 | |
| Exercise Name | Life in balance – 4 areas of life |
| Specific objectives | <ul style="list-style-type: none"> •Get to know the life-balance-model by Lothar Seiwert •Recognize every area of your life •See different focus of what a balanced life means •Analyse and describe your present situation and your roles in life |
| Duration | 30' |
| Material/room | Picture cards/role cards (optional), flipchart |
| Nr of participants | Variable (max. 20) better less |
| Description | <p>1.Trainer gives introduction in life-balance-model of Lothar Seiwert (see theoretical framing and additional literature)</p> <p>2.Participants bring in order various pictures/role-cards. Which card comes together with which life area? All together. Short discussion about some roles</p> |
| Methodological advice | <p>A short theoretical framings helps to understand the following process. But it is more important for the participants to get in action. Role cards/picture cards can be prepared or all participants together collect different roles they have to fulfill right now and are expected to be fulfilled in the future. The trainer has to moderate the discussion and takes notes on the flipchart.</p> <p>Note: This is just the introduction. Every participant will have enough time to explore their own roles in detail.</p> |
| Variations | |
| Country specific adaption | |
| Weblinks, Videos, Pictures, further material | For further details read: Seiwert, Lothar J.: Slow down to speed up. How to manage your time and rebalance your life. Frankfurt/ Main 2008 (Campus), |

| | |
|--|---|
| Nr: 3 | |
| Exercise Name | The 4 areas of my life today |
| Specific objectives | <ul style="list-style-type: none"> •Recognize every area of your life •See different focus of what a balanced life means •Analyse and describe your present situation and your roles in life |
| Duration | 35' |
| Material/room | Watch or hourglass Paper and pencil |
| Nr of participants | Variable |
| Description | Writing exercise: 4x7 Minutes: Freewriting exercise. Introduction for participants: Write 7 minutes about every life area; which roles you take over in this area and what happens there exactly. Write what comes into your mind. Everything is ok. Nobody will read the text. |
| Methodological advice | Detailed introduction in freewriting see weblink and rules for freewriting (theoretical input above). The exact time keeping is essential for freewriting-exercises. If you have no experience in free-writing exercises, practice them in advance on your own. See further literature. |
| Variations | |
| Country specific adaption | |
| Weblinks, Videos, Pictures, further material | Introduction in freewriting: https://www.lynchburg.edu/academics/writing-center/wilmer-writing-center-online-writing-lab/drafting-a-document/freewriting-techniques/ and: Levy, Mark: Accidental Genius. Using Writing to generate your best ideas, insights and content. Oakland 2010 (Berrett-Koehler Publishers. Inc.), |

| | |
|--|---|
| Nr: 4 | |
| Exercise Name | My life in LEGO® |
| Specific objectives | <ul style="list-style-type: none"> •Get a graphical picture of your activities in life •Categorize your daily activities •Get a big picture of how you arranged your life and how you set priorities at the moment |
| Duration | 90' |
| Material/room | Lego bricks Post-its in 3 colours, highlighter Camera (optional) |
| Nr of participants | Max. 14, better less |
| Description | <p>Instruction for participants:</p> <ol style="list-style-type: none"> 1.Re-read your texts and highlight activities and your roles in every life-area (10') 2.Build a Lego-life-area-landscape based on the essence of your texts. Each activity in each life-area is symbolised with Lego towers (each activity one tower). The higher and wider the tower is, the more time and resources the activity takes. Mark every tower with a special Lego brick symbol on top. You can also add more special Lego bricks, if you want, to give each Lego-sculpture a special note. (20') 3.Show your Lego-tower-landscape to a partner and explain (15') 4.Take small post-its or stickers in 3 colours and mark some of your Lego-towers in the categories: activities I like, activities I don't like, activities I don't really care weather pos or neg. (15') 5.Share one of the flashlights you experienced during the exercise with the whole group and show your Lego-landscape to the group. Inputs for discussion: Often one area of life is quite dominant. Others nearly don't exist – What do you think about this fact? |
| Methodological advice | Optional: Take pictures of the Lego-Landscapes and print them or work with instant cameras. Instead of Post-its you can also use special Lego bricks which symbolize the three categories. |
| Variations | |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | N/A |

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| Nr: 5 | |
| Exercise Name | My feel-fine-tempo |
| Specific objectives | <ul style="list-style-type: none"> •Find out, which activities are stressing you •Define your feel-fine-tempo |
| Duration | 25' |
| Material/room | Flipchart with questions |
| Nr of participants | Variable |
| Description | <p>Trainer shows flipchart with following questions:</p> <ol style="list-style-type: none"> 1. How much stress do you need to work well? 2. Which activities do you really love doing? 3. In which situations do you feel quite uncomfortable? 4. Which activity makes you feel timeless? 5. During which activities do you don't care about stress? 6. What calms you down? 7. Which conditions are making work easy? <p>Instructions for participants: Freewriting is a good way to sort out the own thinking and get more into detail. Depending on your own choice, answer one or more of the questions in a writing way.</p> <p>Writingtime: approx. 20'</p> |
| Methodological advice | |
| Variations | Choose only one question for all participants. |
| Country specific adaptations | |
| Weblinks, Videos, Pictures, further material | |

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| Nr: 6 | |
| Exercise Name | My every-day-life as businesswoman |
| Specific objectives | <ul style="list-style-type: none"> •Think into the future – make every-day-life as businesswoman concrete •Visualize the future •Recognize challenging time-management situations before they will become a problem •Create reality through imagination |
| Duration | 90' |
| Material/room short | Short stories/film sequences |
| Nr of participants | Max. 14, better less |
| Description | <p>Instruction for participants.</p> <p>1.Listen to one short story (on paper or short films) about time management tips and work life balance. (15')</p> <p>2.Writing exercise: Think about a concrete day/week in your life one year after your business started. Write a description/picture based on the following questions. (45')</p> <ul style="list-style-type: none"> •How does your workplace look like (your desk, your working-room,...)? •With whom are you working? •What's your daily working structure? •What have you already achieved? •What are you afraid of? •How does your private life look like? •What's about your hobbies? •Further topics you recognized during the first Lego exercise <p>3. Take your Lego-landscape and adopt it based on your text. Reread your text and mark important parts. How does your new situation as businesswoman look like? (20'-30')</p> |
| Methodological advice | Describe every situation/picture in detail |
| Variations | |
| Country specific adaption | |
| Weblinks, Videos, Pictures, further material | <p>How to find stories? Some examples:</p> <p>Female founders: https://www.whatchado.com/de/channels/stories/femalefounders?iq_lang=en&iq_offset=0&#list</p> <p>Whathado: https://www.whatchado.com/en/</p> <p>TED Talk about Freetime: https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time?referrer=playlist-ted_s_how_to_guide_to_everyday</p> <p>Lean in: PLANNING FOR WORK/LIFE BALANCE: https://leanin.org/education/planning-for-worklife-balance</p> <p>5 tips to focus on the right things: https://www.talentedladiesclub.com/articles/five-tips-to-help-you-focus-on-the-right-things/</p> |

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| Nr: 7 | |
| Exercise Name | Talk about it |
| Specific objectives | <ul style="list-style-type: none"> •Analyse and discuss time resources in your first business year together •See that some challenges are the same for most (family and career,...) |
| Duration | 30 – 60" |
| Material/room | |
| Nr of participants | In groups of max. 6 or 7 plus trainer |
| Description | <p>Present the main points of your exercise to the group</p> <p>Exchange main topics and challenges with the group</p> <p>Trainer collects main topics.</p> |
| Methodological advice | Important: There will be topics regarding only single participants. Other topics – for example the compatibility of family and career – will concern lots of participants. It is relevant to outpoint that these issues are social issues, which have to be solved individually, but have their origin in economy an politics. |
| Variations | |
| Country specific adaption | |
| Weblinks, Videos, Pictures, further material | |

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| Nr: 8 | |
| Exercise Name | Step into a balanced business life |
| Specific objectives | <ul style="list-style-type: none"> •Defining big goals for every area of life •Long-term planning and conclusions for business plan now |
| Duration | 40' |
| Material/room | |
| Nr of participants | Single person working |
| Description | <p>Instructions for participants:</p> <ul style="list-style-type: none"> •Define big goals for every area of life. To do so, take your papers, look at your Lego-landscape. (20') •Write the goals on paper cards and fix them on a place at home. Look at them from time to time. •Present one of the goals to the group |
| Methodological advice | N/A |
| Variations | N/A |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | N/A |

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| Nr: 9 | |
| Exercise Name | My user manual for ... |
| Specific objectives | •Defining little steps for one special goal |
| Duration | 30'-90' |
| Material/room | |
| Nr of participants | Single person working |
| Description | <p>Instruction for participants:</p> <p>Write a <i>user manual</i> for one goal in a life area</p> <ul style="list-style-type: none"> •Define the little steps needed to achieve your goal •Which resources (yours and from outer world) can you use to get ahead •What concrete challenges do you expect? •Be concrete <p>Discuss your manual with other participants</p> <p>Trainer adds relevant time-management tools (see links)</p> |
| Methodological advice | N/A |
| Variations | N/A |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | <p>Pareto principle (https://en.wikipedia.org/wiki/Pareto_principle)</p> <p>Eisenhower matrix (http://www.eisenhower.me/eisenhower-matrix/)</p> <p>Biorhythm and time management (https://blog.freelancersunion.org/2017/02/07/biorhythms/)</p> |

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| Nr: 10 | |
| Exercise Name | Burnout prevention |
| Specific objectives | <ul style="list-style-type: none"> • Know about the indicators of burnout • Learn methods to reduce stress • Develop a small support strategy for stressful times |
| Duration | 40' |
| Material/room | Paper, pencil, envelopes (one pp) |
| Nr of participants | |
| Description | <ul style="list-style-type: none"> • Short introduction about the warning signals of burnout (main points on a flipchart) 10' • Participants get an overview about burnout prevention method incl. short handout. Every participant starts evaluate which of the listed methods might fit personally or already helped in difficult situations. After this, instruction for participants: <ul style="list-style-type: none"> • Imagine a period of time in your future working life. You are working too much for a longer period. Things are not going well. Negative physically and mentally consequences might be possible, and/or even burnout situation. Write a short, very friendly, but clear advice-letter to yourself including answers to the following questions (20'): <ul style="list-style-type: none"> *) How do you feel at the moment? *) Name five precise actions, you will initiate to support yourself. *) Mention two persons, you will talk to. Choose someone you really trust. *) Include positive thoughts in your letter *) Give yourself straight and friendly advice. • Put the letter into an envelope and close it. • Think about one good friend or your partner. He or she will store the envelope for you until the time you may need it. Write some short advice on the envelope, when he/she should hand out the letter to you. For example: "When I feel stressed and tired for a long period. When I'm complaining to you every evening, ..." |
| Methodological advice | N/A |
| Variations | N/A |
| Country specific adaption | N/A |
| Weblinks, Videos, Pictures, further material | N/A |

Warning signals of burnout

Physical signs and symptoms of burnout:

- Feeling tired and drained most of the time
- Lowered immunity, getting sick a lot
- Frequent headaches or muscle pain
- Change in appetite or sleep habits

Emotional signs and symptoms of burnout:

- Sense of failure and self-doubt

- ▶ Feeling helpless, trapped, and defeated
- ▶ Detachment, feeling alone in the world
- ▶ Loss of motivation
- ▶ Increasingly cynical and negative outlook
- ▶ Decreased satisfaction and sense of accomplishment

Behavioural signs and symptoms of burnout:

- ▶ Withdrawing from responsibilities
- ▶ Isolating yourself from others
- ▶ Procrastinating, taking longer to get things done
- ▶ Using food, drugs, or alcohol to cope
- ▶ Taking out your frustrations on others
- ▶ Skipping work or coming in late and leaving early

Burnout prevention:

- ▶ Exercise: stay active
- ▶ Chill-out area: plan 15-30 min for you every day
- ▶ Get enough sleep
- ▶ Set boundaries
- ▶ Take a daily break from technology
- ▶ Invest in your closest relationships
- ▶ Limit contact with negative people

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



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Disclaimer: WOMCA project (2017-2-ES02-KA205-009971) has been funded with support from the European Commission (ERASMUS+ programme). This publication 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.

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