INSP☀RE

PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

IO2

Project number: 2019-3-EL02-KA205-005215

LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS

THE PARTNERS

CHALLEDU -inclusion|games|education (Greece), is an educational NGO that pioneers new models of learning, inclusion and engagement through game based methods

MC2020 (Spain), a youth educational center with expertise in development of training material and implementation of workshops for entrepreneurship and employability of young people

CIP (Cyprus), is an educational NGO that addresses the needs and demands of people through their involvement in social and civic life by simultaneously providing them innovative material and free trainings related with a variety of fields, such as social entrepreneurship

KESO (Greece), is a Family Support Center of the Holy Archdiocese of Athens, since 1999, provides psycho-social support, legal counselling, medical care, foreign language training, vocational training and career guidance to members of every family in need

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

Table of Content

INSP RE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

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

1. LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS

Why read this guide?

If you are wondering if Social Enterprise is appropriate for you and what composition your team should have therein, then this guide is for you!

1.1 A PROJECT OVERVIEW

The present guide **forms part** of the co-funded by the Erasmus+ programme of the European Union "**INSPIRE**" project. The "Inspire - Innovative Serious Play for Identifying your Role in a Social Entrepreneurship" (INSPIRE) project is aiming to INSPIRE and empower young people between **18-24** to engage with Social Entrepreneurship, create teams and found their companies, through an innovative toolkit and a psychometric serious game.

INSPIRE project proposes that the success key for a new Social enterprise is the **TEAM**. The formation of a team with complementary skills, competences and roles before starting as well as engagement of new members during its scale-up are essential. Thus, INSPIRE project emphasizes in developing a toolkit for assessing the skills and competences as well as personality and career characteristics of young people (age **18-24**) and empowering them to develop efficient teams and companies.

Like all funded projects so and this leads to specific deliverables which can be read in detail at https://inspireyouth.eu/the-outputs/# :

    a. **Methodological guide** of INSPIRE project

    b. **Learning training guide for career development and psychometric methods**, which involves guidelines relevant to social entrepreneurship for assessing Personality characteristics and Skills and create effective teams

    c. **Learning training guide for viable Social Enterprises business models addressing challenges based on SDGs** (Sustainable Development Goals) **and for effective use of Social Medias**, where you can find specific examples of innovative social enterprises with different business models as well as effective ways of using Social Medias to engage people in your TEAM

    d. **Innovative psychometric Serious Game** which asks young people (age **18-24**) to find solutions in challenges addressing SDGs, and deal with everyday activities and processes in a small social enterprise. Through the game an assessment on your skills, competences and personality is done aiming to getting aware of yourself and helping you identify the role you can play in a team of a Social Enterprise.

INSPIRE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

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

1.2 OBJECTIVES OF THE LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS

The main objective of this guide is to provide young people and their trainers with the necessary knowledge as well as the tools to assess personality characteristics and skills in order to create strong TEAMS and work complementary together to ensure the success of their Vision and Social enterprise.

So, if you are reading this is because you are interested in social entrepreneurship and you are willing to know details about how to start your social initiative. More specifically through this guide you will learn:

a. What is career choice and development as well as how this is led by your personality skills and competences,
b. Which are the main skills for a (social) entrepreneur,
c. Which are the main qualities and roles needed in the founding team of a Social enterprise,
d. How to evaluate your skills, personality and competences.

Moreover, the trainers as well as the young people will:

a. learn how to implement methods, activities or tools in order to help young (potential) entrepreneurs assess skills, competences and personality, to choose their exact role in a team and further develop their career,
b. found links and materials to implement the specific tools or activities.

1.3 METHODOLOGY UNDERTAKEN FOR THE DEVELOPMENT OF THE LEARNING TRAINING GUIDE FOR CAREER DEVELOPMENT AND PSYCHOMETRIC METHODS

We want you to know that the developed of this guide was done through the following activities as we wish to ensure the accuracy, validity and scientificity of the content. At the end of this guide, you will find the detailed bibliography on which it was based.

1st Activity: State of the Art Research. The Family Support Center (FSC), as leading partner of this project output, developed the outline of the research and the guide template. Based on this all partners performed a research on approaches, assessment tools and examples addressing career development, Psychometric methods and team-building activities.

2nd Activity: Collection and evaluation of material. The leading partner of the output, FSC, collected all the material and evaluated it in terms of effectiveness according the objectives of the INSPIRE project.

3rd Activity: Development of Learning training guide. The leading partner developed a version of the training guide and brought it to the attention of the consortium. The partners made proposals for adjustments and after a series of interventions a remarkable tool was in the air.

4th Activity: The present guide was presented and reviewed during a three-days (18-19-20 November) learning-training activity. Fifteen persons, all working members of the partners organizations, attended the online sessions and participated in the activities developed. After each activity the participants recorded their experience and at the end of each day-session a reflective dialogue were taking place, where suggestions for improvement were gathered in order to be integrated in the guide you are holding now.

5th Activity: Finalization and exploitation of the learning training guide. The final version of the guide is translated in all partners languages (Greek & Spanish) and can be found in the project site

https://inspireyouth.eu/%cf%80%ce%b1%cf%81%ce%b1%ce%b4%ce%bf%cf%84%ce%ad%ce%b1/?lang=el

 After the finalization, two more workshops with young people took place and one with trainers in order to familiarize themselves with the tools included in the present guide and to be able to apply them effectively to the young people they intend to train in the future.

Therefore, it is obviously an authoritative, inclusive and comprehensive guide; enjoy reading!

2. INTRODUCTION TO KEY CONCEPT

Specific concepts will be used hereafter e.g., career, personality, competences, skills, entrepreneurship, teams, methods, theories etc. In order to ensure common understanding, we define and clarify them in short.

2.1 CAREER DEVELOPMENT & VOCATIONAL CHOICES

Career development is the lifelong process of managing learning, work, leisure, and transitions in order to move toward a personally determined and evolving preferred future. In other words, it is a lifelong process where in order to evolve and grow in a particular direction you have to go through transition (*CAREER DEVELOPMENT| Meaning in the Cambridge English Dictionary*, n.d.).

In organizational development the study of career development looks at:

- how individuals manage their careers within and between organizations and,
- how organizations structure the career progress of their members; it can also be tied into succession planning within most of the organizations.

According to an article published on Indeed, career development theory not only is *"the study of career paths, success and behavior"*, but it focuses as well on common career stages when orientation is needed (Indeed, 2019).

Vocational choice: the choice of a job or profession. A realistic process of this type frequently starts during the teenage years, with an analysis of strengths, personal interests, and obstacles in association with a chosen vocational framework. A mature vocational choice necessitates adequate self-understanding to suit personal interests and resources to the needs of and circumstances of a particular job or career. Self-understanding of the aforementioned, is an important characteristic for a mature vocational choice (Pam, 2013).

2.2 PERSONALITY, SKILLS AND COMPETENCIES

These concepts do not have a clear definition and many scientists have tried to enlighten in the field of human resources, through the years. Their use varies widely, which still leads to misunderstanding. The following are extracted from Wikipedia:

Personality is defined as the characteristic sets of behaviors, cognitions and emotional patterns that evolve from biological and environmental factors (Corr & Matthews, 2009). While there is no generally agreement upon definition of personality, most theories focus on motivation and psychological interactions with one's environment (Sadock, Sadock, & Ruiz, 2017). Trait-based personality theories define personality as the traits that predict a person's behavior. On the other hand, more behaviorally-based approaches define personality through learning and habits. Nevertheless, most theories view personality as relatively stable.

A *skill* is the learned ability to perform an action with determined results with good execution often within a given amount of time, energy, or both. Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be used only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

People need a broad range of skills to contribute to the modern economy. A joint "Association for Talent Development" (ASTD) and U.S. Department of Labor study showed that through technology, the workplace is changing, and identified 16 basic skills that employees must have to be able to change with it. Three broad categories of skills are suggested and these are **technical**, **human** and **conceptual**. The first two can be substituted with hard and soft skills, respectively (Rao, 2010).

Hard skills, also called technical skills, are any skills relating to a specific task or situation. It involves both understanding and proficiency in such specific activity that involves methods, processes, procedures, or techniques (DuBrin, 2008). These skills are easily quantifiable unlike soft skills, which are related to one's personality. These are also skills that can be or have been tested and may entail some professional, technical, or academic qualification (Carter, O'Grady, & Rosen, 2018).

Soft skills are a combination of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes and emotional intelligence quotient (EQ) among others (Robles, 2012).

Competence is the set of demonstrable characteristics and skills that enable, and improve the efficiency or performance of a job. The term "competence" first appeared in an article authored by White in 1959 as a concept for performance motivation. In 1970, Lundberg defined the concept in "Planning the Executive Development Program". The term gained traction when in 1973, McClelland wrote a seminal paper entitled, "Testing for Competence Rather Than for Intelligence". It has since been popularized by Boyatzis and many others, such as Gilbert (1978) who used the concept in relationship to performance improvement.

Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation.

The Top 10 Key Competencies

Teamwork	Responsibility
Commercial Awareness	Decision Making
Communication	

Leadership · Trustworthiness & Ethics · Results Orientation · Problem Solving · Organisational skills

Source: https://www.wikijob.co.uk/

2.3 ENTREPRENEURSHIP: COMPETENCIES & ROLES

Entrepreneurship as a competence is defined as **the capacity to act upon opportunities** and ideas to **create value for others**. The value created can be social, cultural, or financial.

The entrepreneurship competence is increasingly recognized as a competence for life, relevant to personal development and fulfilment, finding and progressing in employment, as well as initiating new ventures ranging from community campaigns, social enterprises to new start-up businesses.

Why a competence for life? Being creative or thinking about how to do things in new ways is equally relevant to progressing your career as well as coming up with new business ideas. Taking the initiative and mobilizing others to get involved are useful skills when fundraising for your local sports team, or establishing a new social enterprise. Understanding how to put a plan into action and use finances wisely are relevant for your own life and for business planning in a small or medium-sized company (**SME**).

In 2016, a comprehensive, flexible and multi-purpose framework was designed and launched as part of the New Skills Agenda for Europe, the "**Entrepreneurship Competence Framework**" (**EntreComp**).

http://publications.jrc.ec.europa.eu/repository/bitstream/JRC109128/jrc109128_entrecomp_into_action_-_final.pdf

EntreComp creates a shared understanding of the knowledge, skills and attitudes that make up what it means to be "entrepreneurial" and although it was launched for Europe, once you study it you will realize that it is easily adaptable at least in the "western world" of business. What follows is a synopsis of the concept and main tool developed:

EntreComp identifies the competences that make someone entrepreneurial. These can then be used to support entrepreneurial learning in different settings – this may include civil society, companies, education, youth work, communities, start-ups and among individuals. EntreComp tool **appears as a wheel** which offers an overview of the different yet interconnected competences. These competences are designed to help you think about the entrepreneurial skills and attitudes that your work involves. They can be used as a guide when designing a new activity and/or a model for you to use or adapt for learning and assessment.

At its very simplest level, EntreComp is made up of 3 competence areas: **Ideas & Opportunities**, **Resources**, and **Into Action**. Each area contains 5 competences, and together these make up the **15 competences** that individuals use to discover and act upon opportunities and ideas.
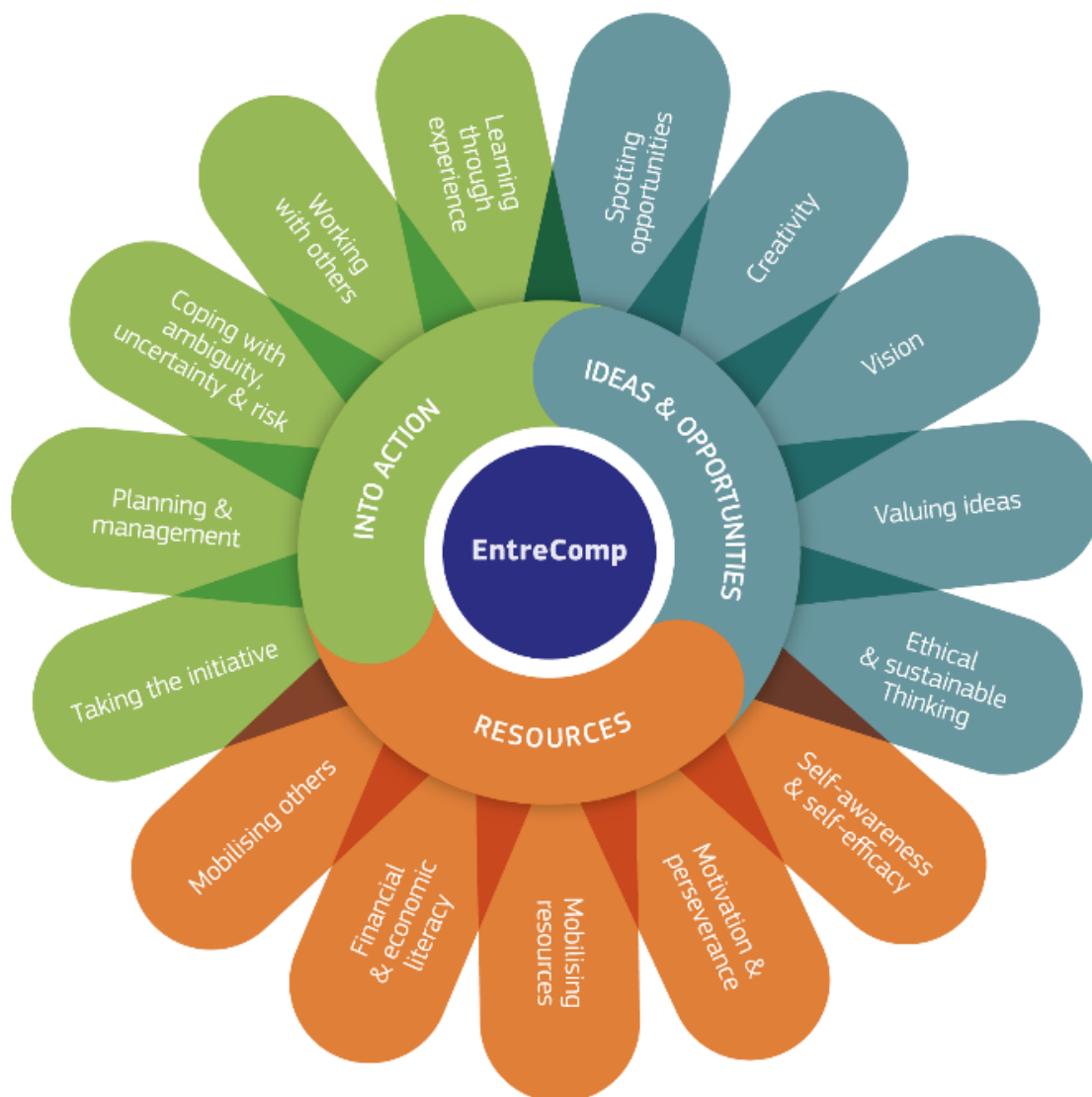
Beneath each of the 15 competences are a number of different threads that describe what the particular competence really means in practical terms. These threads are the building blocks of each competence.
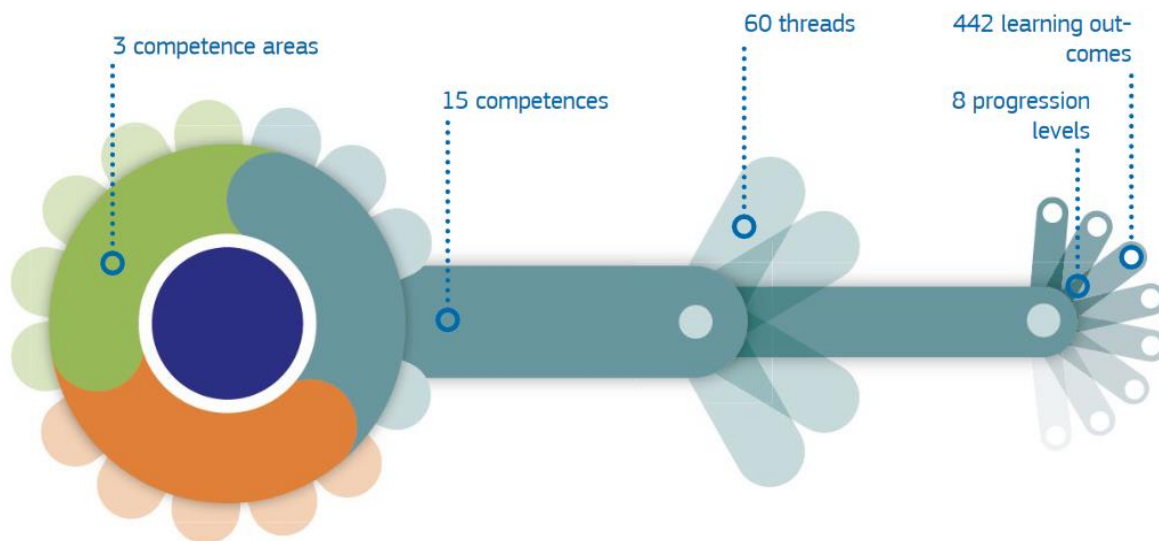
EntreComp has been applied in different ways and has proved to be useful in helping projects and organizations to achieve a number of goals. These goals have been to:

- mobilise interest in entrepreneurship and inspire action,
- create value by adapting the framework to specific contexts,
- appraise & assess levels of entrepreneurship competence,
- implement entrepreneurial ideas and projects,
- recognise entrepreneurship skills.

Obviously, this very useful tool can be equally used by those interested and working in formal education, non-formal learning and inclusion activities. That's the reason behind this detailed description as the present training learning guide and the EntreComp tool project comparatively similar characteristics.

2.4 WORKING GROUPS VS TEAMS

There's a fine line between groups and teams, and each has its own purpose to accomplish workplace goals. It is good to know the differences between the two, so that you can distinguish in every critical moment exactly which one you might need (https://blog.flock.com/workplace-collaboration-teams-vs-groups).

In a group,

- Two or more members work together to complete a task, while one leader directs them, delegating work among group members, monitoring and controlling the progress.
- Members of a group work on their own specializations, with each individual driving toward their own goal.
- Working groups share information and insights, but create their own independent goals and responsibilities.
- Collaborative or combined work does not occur within a group.
- Groups measure success by what an individual completes

There are two kinds of groups. A **formal group** is created by management or leadership to perform a specific task for an organization. An **informal group** is formed naturally around a common interest, identity, or social goal. Think about it this way: you may have a formal group of managers whose ultimate goal is the success of your company, but they manage their teams on an individual basis and determine their own objectives and key results. Or maybe your business has a women's network that informally comes together to share best practices in salary negotiation and career development. While these groups may congregate often, each member handles their own independent work.

A team, as defined by Professor Leigh Thompson of the Kellogg School of Management, is a group of people who, **has a shared goal but focuses more on a collective purpose**. Teams work together to build one product through both individual and mutual contributions. This interdependent work lends to one combined end result (Thompson, 2008).

A team's common goal gives each member **a shared responsibility toward it**. Team-wide efforts are directly responsible for the outcome. Team members elevate each other's strengths and fill in the gaps where teammates' skills are lacking. Because of this, **teams are able to do more than the members would on their own**.

Having one specific goal in mind means that a team cannot function on individual contributions. Team members need a collaborative environment to combine their specialized skills and achieve their end goal.

2.5 METHODS – APPROACHES – ACTIVITIES

The *approach* is said to be a scheme through which you can outlook a task or a project. The word "approach" is derived from the Latin word which means "Go nearer to." The approach is related to a specific direction or an angle to deal with a task. There could be more than two ways to approach any task. According to the academics, approach belongs to a theoretical set-up that you are going to use in your project. For instance, a professor gives some literature tasks to his students and asks them to write a review on it. There will be several approaches to fulfil the literature task (https://www.difference.wiki).

Overall, the approach is an idea or design to defeat a problem and face a given situation. Generally, the approach is a concept that explains the style or way of a person and his reaction or behavior regarding face such a tough situation. The level of approach is just an idea and it does not involve any steps that are tested or proved from time to time.

The intentional succession of actions in any situation or problem summarizes the approach of a person who is dealing with the situation. So, the approach is defined as "Way to handle a situation, or a problem". It changes from time to time, situation to situation, and with different individuals, although there is not a specific formula with such slight variations that can be measured as an approach.

The *method* is a process or procedure of doing something. The method is a step-by-step explanation to finish a task or to perform in a situation. When you are dealing with a mathematical problem, then first, we are going to use an approach to look-

over the basic theory and then indulge in its method or process. When we solve a problem step by step, it is its method (https://www.difference.wiki).

Method refers to the procedure that has been tested and proves to help out and to overcome the problems. The method is always well organized, well mannered, and well researched to overcome a problem. The nature of the method is scientific and accomplished in a scheme having small steps. The method can be consummated according to the requirement of a specific situation. A method is a specific technique, tool, or procedure used to accomplish data, e.g., surveys, experiments and statistical analysis.

A method involves a specific syllabus, materials of choice to boost learning. A method is a type of organizing or plan that depends on the approach. The method is a systematic and theoretical analysis of data and applied in different fields of study. Typically, it covers the overall concept, paradigm, and theoretical overview, qualitative and quantitative techniques. Quantitative methods are usually related to sample size by simply collecting data and by analyzing. Qualitative methods are generally flexible and allow you to explore concepts and experiments properly and keenly.

The *activity* is

- the state of being active: behavior or actions of a particular kind
- something that is done as work or for a particular purpose
- something that is done for pleasure and that usually involves a group of people

Specific activities will be demonstrated later-on in this guide, as **psychometric assessment tools.**

3. CAREER DEVELOPMENT AND VOCATIONAL CHOICE THEORIES

3.1 OVERVIEW

Career development theory studies paths toward improving professional growth, career trajectory and overall job satisfaction. Understanding career development theory can be an important step in **determining** your **core values, strengths, weaknesses** and **desired path**. While there are varying claims in different career development theories, all of these theories acknowledge the importance of cultivating a positive emotional relationship with work and of developing meaningful professional ambitions.

3.2 WHAT IS A CAREER DEVELOPMENT THEORY?

Career development theory is the study of career paths, success and behavior. It aims to explain why a person might be a good fit for a certain career and provide advice on how to attain a promising trajectory. It also focuses on identifying common career stages when education, guidance and other interventions are necessary.

Career Development theories come mainly from: Personality studies, Sociology, Developmental psychology. **Frank Parsons** pioneered career development theory with the release of his trait and factor theory in the early 1900s. Since then, the study of career development has produced various theories and captured much public interest. Even though vocational choice is usually used and developed by teenagers before choosing subjects – the ones that interests them the most – at school or before going to university, it can be used at any age where a final decision is reached in the context of work. Usually, such decisions are influenced by the school environment or a careers fair (Kaplan, 1946, p. 131).

In the following sections, we examine the most influential career development theories.

3.3 POPULAR CAREER DEVELOPMENT THEORIES

"***Theory*** is a picture, an image, a description, a representation of reality. It is not reality itself. It is a way we can think about some part of reality so that we can comprehend it" (Krumboltz, 1976).

According to "International Handbook of career" (Leung, 2008) the development of career guidance and development into a global discipline requires a set of **theoretical frameworks** with **universal validity** and applications, as well as **culture-specific** models that could be used to explain career development issues and phenomenon at a **local level**. Following this perception **five theories** of career development have guided career guidance and counselling practice and research in the past few decades internationally

(http://www.realtutoring.com/career/bigFiveTheory.pdf):

i. *Theory of Work-Adjustment* (TWA) which is based on how the person (P) correspond with the work environment (E) and creates a continual process of career development and satisfaction for both sides, the person and the organization-environment.

ii. *Holland's Theory of Vocational Personalities in Work Environment*, which is based on the idea that "career choice is based on personality". He believed that a person's work satisfaction is linked to similarities between their personality and job environment. He identifies six personality types:

Realistic (R): Also called "**Doers**," people in this type solve problems by taking action rather than discussing it. Realistic types are interested in work that requires skill and strength. Carpenters, chefs and personal trainers all fit into the realistic personality type.

Investigative (I): Also called "**Thinkers**," people in this type like to work with information. Investigative types enjoy working by themselves rather than with a group. Actuaries, lawyers and doctors all fit into the investigative personality type.

Artistic (A): Also called "**Creators**," people in this type are creative, inventive and typically more emotionally aware than other Holland Types. Artistic types are independent but enjoy working with other people. Graphic Designers, writers and musicians all fit in the investigative personality type.

Social (S): Also called "**Helpers**," people in this type enjoy teaching or helping others. Social types value working with others and creating relationships. Teachers, counselors and human resource professionals all fit in the social personality type.

Enterprising (E): Also called "**Persuaders**," people in this type enjoy working with people and information. Enterprising types of value status and security. Entrepreneurs, stockbrokers and salespeople all fit in the enterprising personality type.

Conventional (C): Also called "**Organizers**," people in this type enjoy rules and regulations. Like enterprising types, they put a value on status and money. However, they have a dislike for unclear or unstructured work. COOs, personal financial planners and economists fit in the conventional personality type.

After the assessment of a person's personality the 3 letters code shaping by the capital letters of the most relevant personalities reveal the person's interests which lead to career choice and satisfaction (eg. RIA)

iii. *Self-concept Theory of Career Development* formulated by Super and more recently by Savickas. This theory argues that "time and experience help shape the way a person values their careers and the goals they set". In this theory career development is disaggregated into five stages:

Growth: This stage starts at birth and continues through age 14. A person develops their sense of self and attitude toward work.

Exploration: This stage starts at age 15 and continues through age 25. A person tries out different career paths through classes, hobbies and actual work.

Establishment: This stage starts at age 25 and continues through age 44. A person develops entry-level job skills and develops work experience.

Maintenance: This stage starts at 45 and continues through age 64. A person changes element of their career to improve their position.

Decline: This stage begins at age 65. A person reduces the amount of work they do and prepares for retirement.

Super believed that people found career satisfaction based on their view of themselves at each of these five stages of development. For example, a person may value a work-life balance more in their maintenance stage than they do in their establishment phase. The career can be the same, but time and experience change how the person perceives their profession.

iv. *Gottfredson's Theory of Circumscription and Compromise* which describes the career choice as a procedure of elimination of occupational alternatives. Through childhood and adolescence, a person eliminates occupations while passing from 4 stages: orientation to size and power, orientation to sex-roles, orientation to social valuation, orientation to the internal, unique self. The role of compromise is also important in this theory.

v. *Bandura's Social Cognitive Career Theory (SCCT)* which declares that "an individual's motives and behaviours are based on experience" and his/her view of his/her own abilities influences career choice. These experiences can break into three main categories:

- A person is influenced by self-efficacy, or what they believe they can achieve.
- A person is influenced by what they see other people achieve and the actions they take.
- A person is influenced by factors around them that they cannot control.

In career development, social cognitive theory helps to explain how a person can set up their career development plan for success. Through a positive view of their own abilities and surrounding themselves with a positive network of mentors, a person has a better chance of achieving their career goals. The framework for this theory is called Bandura's Triadic Reciprocal Model of Casualty. This model says a person's output is based on a mixture of:

- Personal characteristics
- Behaviors and actions, they see from other people
- Outside factors

There are more Career Development Theories developed for the past 80 and more years. All of them fall into **four** broad **categories**:

i. **Developmental** - Self Concept over life span - Super (1950's)

ii. **Decision** - Situational or Sociological - Bandura (Self Efficacy-1970's)

iii. **Psychological** - Personality types matching work environment – Holland (1980's)

iv. **Trait and factor** category - Frank Parson's theory (1920's), which focused on examining personality traits, character traits of the job and measuring one versus the other. This theory is the oldest one, thus it is worth mention it as it is commonly used in tests such as: Interest-Kuder Career Search (**KCS**), Aptitude-Differential Aptitude Tests (**DAT**), General Aptitude Test Battery (**GATB**). Assessment tools will be described to the next chapter.

It's sounds clear: All approaches that can be used in career development for performing a specific job are based on: having some general skills, knowledge for a specific subject while learning about the different trends of the labor market and being motivated as well as confident when dealing with challenges.

Moreover, it is a continuous self-initiated education focused on personal development of a specific area that interests the individual the most

As just stated, career development skills are developed by individuals while at school or in vocational education (EPALE, 2019). Thus, a more recent theory, Roe's personality theory claims that an individual's career choice **is influenced by his/her interaction with his/her parents** (Indeed, 2019). *We strongly believe that this theory offers an additional view at the potential entrepreneur's choices especially given his/her young age and as (s)he lucks vocational experiences*. As this guide is especially addressed to youngsters, we argue that it should be given special mention.

Roe's personality theory can be separated into two key areas: **a.** theoretical aspects of personality and **b.** classification of occupations.

A. Inspired by Maslow's hierarchy of needs, Roe incorporated the psychological needs that develop out of parent-child interactions in her conceptualization of personality. Roe classified parent-child interaction patterns into three categories, each with two subcategories: (1) emotional concentration on the child, further classified as being overprotective or overdemanding, (2) avoidance of the child, further classified as emotional rejection or neglect, and (3) acceptance of the child, further classified as casual or loving. Out of parent-child interactions, **Roe believed that the way a child interacts with their parents would lead them to develop an orientation either toward or not toward people and to pursue either person-oriented or non-person-oriented jobs.** Person-oriented jobs have a high amount of interaction with other people. Non-person-oriented jobs are more independent.

B. In order to compare the individual to a full spectrum of occupations, Roe set out to develop a comprehensive classification system that would allow her to engage her inquiry. The result was a two-dimensional, eight by six classification system with eight categories of occupations (service, business contact, organization, technology, outdoor, science, general culture, and arts and entertainment) and six levels based on how much skill is required for the job within each category: 1. Professional /Independent responsibility, 2. Managerial / Less independence, 3. Semi-professional & small business / Moderate responsibility, 4. Skilled / Training required, 5. Semi-skilled / Special training, 6. Unskilled / Follow basic instructions.

3.4 Most popular assessment methods and tools for Career choice and development

Below is a summary of several of the more popular assessments, what they measure and how they could be useful. In chapter 7 of this guide, you can find sources for in-depth study of the ones that sound more applicable to you as well as on-line assessment tools.

Holland Code. The Holland Code instrument (also known as the RAISEC test) is based on the work of John Holland. He theorized that your career choices can be based around a combination of six personality types and believed that the more you can express your personality at work, the higher your career satisfaction. The six types in the Holland code system are realistic, investigative, artistic, social, enterprising and convention. Your Holland code would be a combination of two or three of these types. The Holland code is the basis for other assessment instruments including the Strong Interest Inventory and the Self-Directed Search.

The following video will give you a concise and amusing idea:

https://www.youtube.com/watch?v=fNGa-_u7nQU
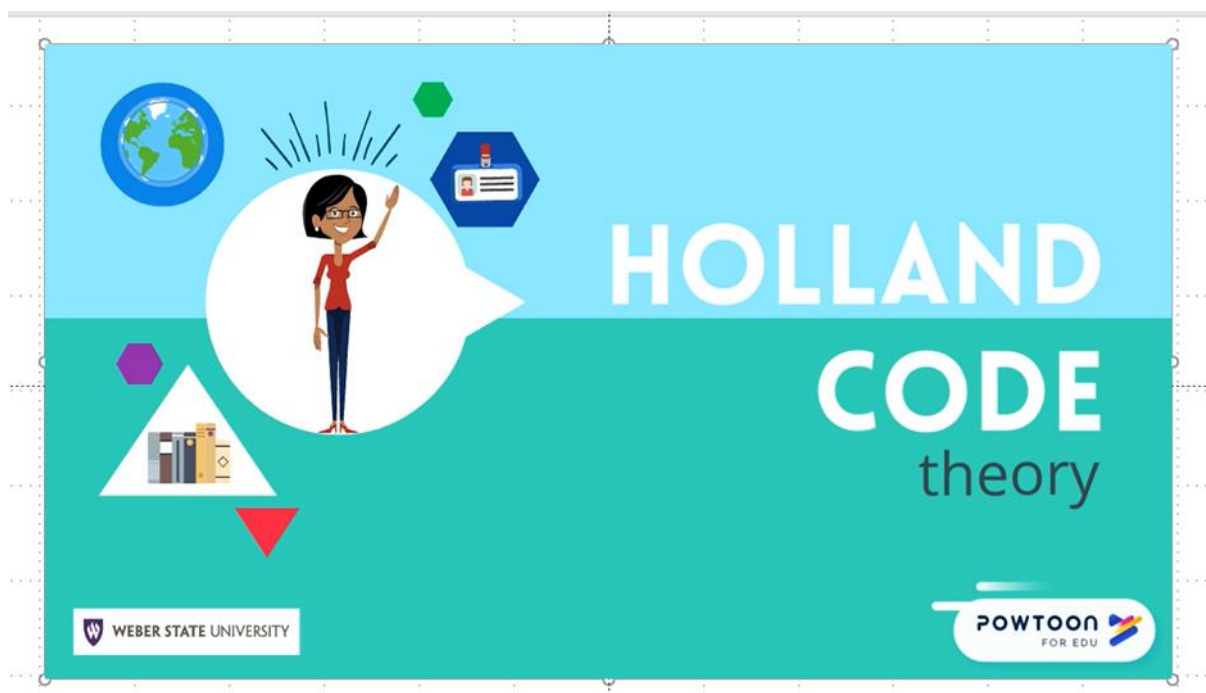
The Clifton StrengthsFinder. The Clifton StrengthsFinder was produced based on over 40 years of research that the Gallup Organization and psychologist Donald O. Clifton conducted. The results of this instrument provide the user with a set of strengths that can be applied to both career and academic pursuits. Once you have completed the assessment, you are provided with your set of strengths from among 34 descriptors. Your strengths are a combination of your personal set of talents, knowledge and skills. Some of these descriptors include empathy, individuation, focus and context. The Gallup Organization's research has shown that the people who actively use their skills are much more likely to be engaged in their careers and have an excellent quality of life. Your CSF assessment data can be applied to work, starting your own business, leadership and family life.

Strong Interest Inventory. The Strong Interest Inventory evaluates your work and career interests instead of your personality, skills or values, using the Holland codes as a basis for its assessment. The six areas of analysis are occupations, subject areas, activities, leisure activities, people and your characteristics. The SII has been updated multiple times to create an in-depth and contemporary career assessment. You can use your test results to help you determine the best career choices as well as to better understand your strengths and blind spots.

The General Aptitude Test Battery, also known as the GATB, is a professional career aptitude test which measures nine different aptitudes and can be used to help assess the likelihood that you will be successful in specific careers or training programs. It refers to your innate ability to do well at tasks that require a specific type of skill. Aptitude is not dependent on previous learning.

The aptitudes that are measured by the General Aptitude Test Battery are:

G - General Learning Ability: The ability to "catch on" or understand instructions and underlying principles; the ability to reason, and make judgments. Closely related to doing well in school.

V - <u>Verbal Aptitude</u>: The ability to understand the meaning of words and to use them effectively. The ability to understand relationships between words and to understand the meaning of whole sentences and paragraphs.

N - <u>Numerical Aptitude</u>: The ability to perform arithmetic operations quickly and accurately.

S - <u>Spatial Aptitude</u>: The ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

P - <u>Form Perception</u>: The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shading of figures and widths and lengths of lines.

Q - <u>Clerical Perception</u>: The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

K - <u>Motor Co-ordination</u>: The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

F - <u>Finger Dexterity</u>: The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

M - <u>Manual Dexterity</u>: The ability to move hands easily and skillfully. Ability to work with hands in placing and turning motions

3.5 How can these methods and tools be used for identifying yourself as social entrepreneur?

According to an article published in Forbes, millennials are characterized for being a socially responsible generation; therefore, what is important is *to "help them embrace their passion around social good through things like education, mentorship, tech resources and pro bono services"* (Forbes, 2017), as well as by teaching empathy to encourage them to involve in social action. It's worth mentioning that all the above tests cannot measure social commitment or social awareness. Thus, they should be completed with other tools, such as **Social and Emotional Learning (SEL) assessment tool**.

One of the unique things about social and emotional learning (SEL) is that skills are acquired through discrete instruction and integrated application. They are discrete in that they can be specifically described, practiced, developed and assessed. At the same time, those skills are best integrated and applied into everything we do and ought to be part of an ongoing development process.

The SEL Assessment Guide was developed in 2018 by The Establishing Practical Social-Emotional Competence Assessments of Preschool to High School Students project. The three-year effort was created to advance progress toward establishing practical SEL assessments that are scientifically sound, feasible to use, and actionable as a key priority for the field. https://measuringsel.casel.org/
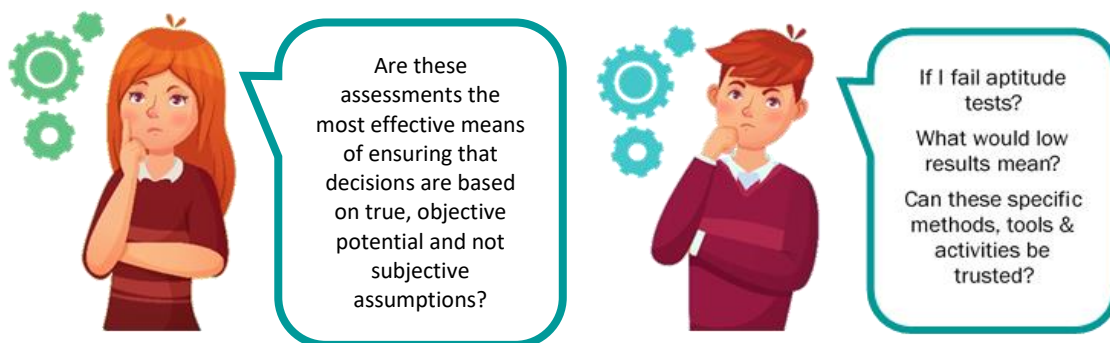
.

4. ASSESSING PERSONALITY

4.1 OVERVIEW

Traits such as personality, intelligence, attitude, and beliefs are important characteristics to measure and assess. Whether you're hiring people, helping team members understand themselves and their relationships with others, or trying to figure out what you want to do with your life, it's useful to assess these types of "hidden" less obvious attributes. One way to gather this information is through psychometric tests.

To obtain in-depth knowledge of your aptitudes, personality characteristics and occupational interests we use a process of psychometric assessment.

The main reason for taking aptitude assessments is to help you realise your potential by highlighting your strongest skills. This will help enhance your enjoyment of work, as you will have the opportunity to develop these skills to their fullest potential.

Are these assessments the most effective means of ensuring that decisions are based on true, objective potential and not subjective assumptions?

If I fail aptitude tests?

What would low results mean?

Can these specific methods, tools & activities be trusted?

You cannot fail aptitude tests when taking them for your own career development. Some results may be lower than others and low results would suggest you might find it difficult to work successfully in an occupation that makes demands on that particular aptitude. Last but not least, feel safe to use psychometric tools as they are documented by scientific methods, theories and approaches!

4.2 WHAT ARE PSYCHOMETRIC TESTS?

A psychometric test can be defined as an assessment tool or psychological measurement used to evaluate an individual's performance without having specific skills, knowledge, academic potential. ("What Is a Psychometric Test?," 2019). Psychometric tests include personality profiles, reasoning tests, motivation questionnaires, and ability assessments. These tests try to provide objective data for otherwise subjective measurements.

Since objectivity is key to using these assessments, a good psychometric test provides fair and accurate results each time it's given. To ensure this, the test must meet these three key criteria:

Standardization – The test must be based on results from a sample population that's truly representative of the people who'll be taking the test. You can't realistically test every working person in a country. But you can test a representative sample of that group, and then apply the results to the specific people whom you test. Also, a standardized test is administered the same way every time to help reduce any test bias. By using a standardized test, you can compare the results with anyone whose characteristics are similar to those of the sample group.

Reliability – The test must produce consistent results, and not be significantly influenced by outside factors. For instance, if you're feeling stressed when you take the test, the test results shouldn't be overly different from times when you were excited or relaxed.

Validity – This is perhaps the most important quality aspect of a test. A valid test has to measure what it's intended to measure. If a test is supposed to measure a person's interests, then it must clearly demonstrate that it does actually measure interests, and not something else that's just related to interests.

4.3 WHAT DO PSYCHOMETRIC TESTS MEASURE?

The first psychometric tests were used in assessing the intelligence of individuals. Psychometric tests can measure an individual's personality, interests and aptitude - in a more general term: one's cognitive ability.

There are many forms of psychometric tests, with some of the most commonly used being: numerical /verbal /inductive /logical /deductive /diagrammatic reasoning, critical thinking, situational judgement. (*Psychometric Tests: Free Practice Tests and Tips (2020)*, n.d.)

Interest tests measure how people differ in their motivation, values, and opinions in relation to their interests.

Personality tests measure how people differ in their style or manner of doing things, and in the way they interact with their environment and other people.

Aptitude tests measure how people differ in their ability to perform or carry out different tasks.

One of the most famous psychometric assessment tools addressing skills and competences is **numerical reasoning**. Numerical reasoning tests are not used in assessing your mathematical skills but to measure your ability to correctly interpret numerical information and use this information to solve problems and make decisions. An individual that scores high at math might score poorly in a numerical test. This is because numerical tests measure different skills than a math test or exam, they rely on effective analysis, problem solving and good test taking techniques. No prior knowledge is needed before taking the test and before starting the actual test, individuals are given example questions for practice. All questions in the numerical test are in the form of multiple choice and there is a strict time limit. A test like this is used to measure the advanced skills of numerical critical-reasoning to reflect the demands of the job and to help the recruiters decide which is the "appropriate person" most able to be – in our case - a social businessman (*Numerical Reasoning Test Guide (Including Our Top 12 Tips)*, n.d.)

A second popular psychometric test is **verbal reasoning**. Verbal reasoning questions are structured as a passage of text, a paragraph which is used in assessing the individual's ability to comprehend. Just as the above test, verbal reasoning test is in the form of multiple choice, where individuals are asked to choose between 'True', 'False', 'Cannot Say' – to verify the validity of the question or statement - on the basis of the text provided to them. In this test individual's verbal comprehension, reasoning and logic is tested based on the given information. In such a test, individuals should take everything literally and a question / statement is True or False only if information is given to them without making any assumptions on their own. (*Verbal Reasoning Test Tips (2020 Guide with Practice Tests)*, n.d.)

4.4 MOST COMMONLY USED PSYCHOMETRIC TESTS

DiSC. The DiSC assessment was developed based on the work of William Marston and is becoming popular amongst HR professionals (INDVSTRVS, 2017). Each formal version of the DiSC assessment measures your patterns of behavior based on preferences and priorities. The theory behind this test is that everyone has a dominant characteristic or reference point. The four DiSC characteristics are *dominance, influence, steadiness and conscientiousness*. There are multiple versions of this assessment. Each version of the DiSC assessment offers a different reference point to interpret your personality and how to use this information in your career and personal life.

In addition, it has been recognized that "some companies use the DISC assessment as a way to screen potential employees, with the thought that a certain personality type would be better or worse in certain jobs or positions". However, DISC is best aimed at learning about yourself, others and about dealing with situations in which interpersonal relations are involved (INDVSTRVS, 2017).

Other versions of DISC tool can help you understand how you would perform in a particular team, management or leadership situation, in view of the DISC style. Moreover, it has been used for determining leadership skills and "the course of action that you are likely to take when dealing with problems as a leader".

The Big Five Personality Traits Model. The Big Five (also known as the Five-Factor Model) originated from combining the results of two different research teams. Their work determined that there are five main factors that determine human personality. Your results will rank where you fall on the dimensions of emotional stability, extroversion, openness, agreeableness and conscientiousness. These results can be used to better understand your work performance, organizational citizenship and job fit.

The Big Five Personality Traits

O   C   E   A   N

https://youtu.be/IB1FVbo8TSs

Myers-Briggs Type Indicator. The Myers-Briggs personality assessment puts Swiss psychiatrist and psychoanalyst Carl Jung's theory of personality types to everyday use. The completed instrument places you in one of 16 personality types based on your preferences among pairs of characteristics. Your MBTI personality type is a four-letter code that explains how your preferences combine to form your interests, views, motivations and actions. You can view your choice of career, the degree of position fit and your level of success through the lens of your personality type.

INSPIRE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

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

All 16 personalities are mapped in the table below

Possible

<table>
<tr>
<td rowspan="2">**NF**
Valuing
Manifesting universal
values and valuing people</td>
<td>**ENFJ**
Teacher
"Smooth talking
persuaders"</td>
<td>**INFJ**
Coordinator
"An inspiration to
others"</td>
<td>**INTJ**
Mastermind
"Everything has
room for
improvement"</td>
<td>**ENTJ**
Field Marshal
"Natural leaders"</td>
<td rowspan="2">**NT**
Visioning
Putting people with
ideas in a optimistic
future</td>
</tr>
<tr>
<td>**ENFP**
Champion
"Giving life an
extra squeeze"</td>
<td>**INFP**
Healer
"Noble service to
aid society"</td>
<td>**INTP**
Architect
"A love of
problem solving"</td>
<td>**ENTP**
Inventor
"One exciting
challenge after
another"</td>
</tr>
<tr>
<td rowspan="2">Personal</td>
<td>**ESFP**
Performer
"You only go
around once in
life"</td>
<td>**ISFP**
Composer
"Sees much but
shares little"</td>
<td>**ISTP**
Operator
"Ready to try
anything once"</td>
<td>**ESTP**
Promoter
"The ultimate
Realists"</td>
<td rowspan="2">Logical</td>
</tr>
<tr>
<td>**ESFJ**
Provider
"Hosts &
Hostesses of the
world"</td>
<td>**ISFJ**
Protector
"A high sense of
duty"</td>
<td>**ISTJ**
Inspector
"Doing what
should be done"</td>
<td>**ESTJ**
Supervisor
"Life's
administrators"</td>
</tr>
<tr>
<td>**SF**
Relating
Including and Building
Trustworthiness</td>
<td colspan="4"></td>
<td>**ST**
Directing
Action from a strategic
perspective</td>
</tr>
</table>

Present

The following video will give you a concise and amusing idea of this assessment tool: https://www.youtube.com/watch?v=RoQi9Mvqip0

https://www.youtube.com/watch?v=RoQi9Mvqip0

Belbin Team Role. A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Research showed that the most successful teams were made up of a diverse **mix of behaviors**.

Dr Meredith Belbin and his team discovered that there are nine clusters of behavior - these were called ' **Belbin Team Roles'**. Each team needs access to each of the nine Belbin Team Role behaviors to become a high performing team. However, this doesn't mean that every team requires nine people! Most people will have two or three Belbin Team Roles that they are most comfortable with, and this can change over time.

Belbin's Team Styles

Action oriented roles	Shaper	challenging, dynamic, thrives on pressure, likes to win, has the thrive and courage to overcome obstacles, challenges the team to improve
	Implementer	disciplined, reliable, conservative, efficient, turns ideas into practical actions
	Completer, Finisher	painstaking, conscientious, anxious, searches out errors and omissions, ensures thorough, timely completion
People oriented roles	Coordinator	mature, confident, clarifies goals, promotes decision-making, delegates well, acts as a chairperson
	Team worker	mild, perceptive and diplomatic, listens, builds, averts friction, calms things, sensitive to people and situations, encourages cooperation
	Resource Investigator	extrovert, enthusiastic, communicative, explores opportunities, develops contacts, a natural networker
Thought oriented roles	Plant	creative, imaginative, unorthodox, solves difficult problems, presents new ideas & approaches
	Monitor – Evaluator	sober, strategic and discerning, sees all options, judges accurately, analyzes the options
	Specialist	single-minded, self-starting, dedicated, provides scarce knowledge and skills

Each Belbin Team Role has strengths and weaknesses, and each Team Role has equal importance. However, not all are always required at the same time - it is important to first look at the team objectives, and work out which tasks need to be undertaken. Once this has been done, discussions can take place regarding which and when each Belbin Team Role behavior should be utilized.

Particularly **successful** teams are those that have:

- a capable coordinator
- a strong plant – a creative and clever source of ideas
- at least one other clever person to act as a stimulus to the plant
- a monitor-evaluator, someone to find flaws in proposals before it is too late

Ineffective teams usually have a severe imbalance, such as:

- a coordinator with two dominant shapers – because the coordinator will almost certainly not be allowed to take that role
- two resource investigators and two plants – because no one listens or turns ideas into actions
- a completer with monitor-evaluators and implementers probably slow to progress and stuck in detail

Balanced teams

Teams work best when there is a balance of primary roles and when team members know their roles, work to their strengths and actively manage weaknesses. To achieve the best balance, there should be (at least):

- One Co-ordinator or Shaper (not both!) for leader.
- A Plant to stimulate ideas.
- A Monitor/evaluator to maintain honesty and clarity.
- One or more Implementer, Team worker, Resource investigator or Completer/finisher to make things happen.

INSP RE

4.5 WHEN & HOW (WHICH METHOD) TO APPLY PSYCHOMETRIC TESTS?

Psychometric tests can help to make personnel and career-related assessments more objective. These tests also save a great deal of time. They're typically very easy to administer, and they can be given to a group of people easily. Psychometric tests are also easily scored, so results come back quickly and reliably. Many of these tests are completed using software programs, and some can even be completed online. This, again, provides a time advantage, and it can reduce costs significantly compared to other methods. People can take the tests from anywhere, and the results are accurately scored each time.

Psychometric tests can be used for a variety of purposes. Some of the most common uses are as follows:

Selection of personnel – Here, tests can help recruiters and hiring managers determine candidates who best fit a position. Personality, aptitude, and knowledge tests are all very common in this type of testing situation.

Individual development and training – Psychometric tests can help you determine how best to improve current skills and performance. For example, if your department is going to introduce a new type of technology, it might be helpful to assess people on their interests and motivations related to new technology. The *Business Attitude Inventory* and the *California Measure of Mental Motivation* are psychometric tests available for training & development purposes. You could also use aptitude & skills tests to determine a person's ability to perform certain tasks.

Team building and development – This area can provide many uses for psychometric tests. The better people understand themselves and others, the better they can build and maintain positive workplace relationships. Tests like *FIRO-B®*, *DiSC®*, and the *Hogan Development Survey* are designed specifically to uncover potential sources of relationship tension. General personality assessments, including the *Myers-Briggs Typology Indicator®* (MBTI) and the *California Psychological Inventory™* (CPI), are also very helpful for team building and strengthening. *Values in Action* can help you gain insights into group behaviors and dynamics that relate to people's values.

Career development and progression – Psychometric tests can help you uncover values and interests that are fundamental to overall career satisfaction. For those starting out in their careers and those who are looking for the right career path, interest surveys like *Holland's Codes* and *Schein's Career Anchors* are also useful psycho etric tests to consider.

> For more alternatives you can visit:
>
> https://entrepreneurscan.com/blog/skills-abilities-knowledge-competencies/
>
> https://entrepreneurscan.com/blog/entrepreneurial-personality/

4.6 HOW THESE TOOLS CAN BE USED TO IDENTIFY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP?

There are many different types of tests, which can assess different types of abilities. You can begin with an "Entrepreneurial potential" self-assessment test. It will help you evaluate your effectiveness as Entrepreneur and so will do with your partners. Afterwards, then you can use the appropriate tool to identify the role that would fit each one's personality and thus define responsibilities.

Later on, when staff will need to be recruited, you will choose which test to use based on the day-to-day requirements of the job. Generally numerical tests will be given for candidates applying to roles that involve finance, budgets and statistics; spatial or diagrammatic tests are more common for jobs in engineering and IT; and verbal tests are used for roles that involve working with large amounts of text such as law, HR, marketing and publishing. Keep in mind that some recruiters use games – like the one that is developed by the present "INSPIRE" project – as an alternative way to test candidates. The game is a tried and tested way to assess skills, decision making, response to challenges and risk taking.

5. ROLES, SKILLS AND LEADERSHIP IN SOCIAL ENTERPRISES

5.1 THE SOCIAL ENTREPRENEUR'S PERSONALITY

Following what has been said about personality and career choices, we shall focus on social entrepreneurship and social entrepreneur's personality. Numerous researches and studies outline the profile of the "ideal" social entrepreneur:

An enlightening systematic review of 50 empirical studies by Stephan and Andreana (2017) shows that the **personality** of an entrepreneur is defined by four main aspects, those being **motivation, traits, identities** and **skills.**

According to Sherman (2011), to be a great and successful social innovator the following skills are necessary: **leadership, optimism, grift, resilience, creativity and innovation, empathy and lastly emotional and social intelligence.** Social Innovators should be **committed in their work, rise in difficult situations** and **think out of the box**. Nonetheless, for a successful participation in a social enterprise people should be able to understand and share the feelings of others but at the same time built a strong relationship with them.

For a successful participation in a social enterprise, people should be **active in problem solving skills, be confident that their vision can be achieved even if they are doubted by others and understand that they are in control**. A social innovator can identify a social problem and use it in terms of entrepreneurial principles. In other words, using the problem to yield a positive return to both society and the profits of the enterprise.

In addition, to achieve their visions, successful social entrepreneurs need to **take direct action** and **be directly engaged with their work**. Direct action includes important changes that social entrepreneurs want to see achieved by organizations, networks and infrastructures. Furthermore, direct action involves directly understanding and observing communities affected by a social problem in order to take action to help them. ("Seven Skills for Social Entrepreneurs," 2018)

5.2 ROLES IN A SOCIAL ENTERPRISE

The World Economic Forum (Heinecke et al, 2014) describes **five main roles** in the leading team of social enterprises. These roles can be filled by 1-2 persons or by separate persons in the team. The main roles are the evangelist, the scaling partner, the realist, the connector, the program strategist

The **Evangelist** is usually the main founder of the organization and is the most passionate person about the mission of the organization and its fulfilment. The main role of the evangelist is to refine the vision, mission and strategy of the organization, verify that all the priorities are met and "evangelize" to other people the vision, culture and targets of organization.

The **Scaling partner** is the one who makes the vision of the evangelist a reality. S/he thinks strategically and creates managing and creative systems that allows the team of the organization to thrive.

The **Connector** is the one that fills all the gaps of evangelist. S/he maintains relationships with members of the community, target groups and especially funding partners.

The **Program strategist** is the "expert" about the social issue that the organization is trying to resolve. For example, if the organization is an educational institution s/he would be a chief education program officer. The program strategist is not only a theoretical expert, s/he also understands how to produce a product or implement a program day to day.

The **Realist** is the person who keeps the organization grounded, especially in terms of financial capacity. S/he works more as the financial officer.

INSP✷RE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

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

Building a Management Team: Roles to be filled in the management team

Evangelist	▪ Carries deep passion for the organization's mission ▪ Convinces others and rallies external support ▪ Identifies new opportunities for the organization ▪ Maintains the organization's culture ▪ Typical Position: Founder and CEO
Scaling Partner	▪ Develops and implements strategies to realize the vision and mission ▪ Strategic planning and resources management ▪ People management and organization building ▪ Creating and managing systems for efficiency (organization building) ▪ Reward systems for employees (HR management) ▪ Typical position: COO
Realist	▪ Brings strong skills in accounting and implements financial systems adapted to the organization's size and structure ▪ Keeps the organization "grounded in financial reality" ▪ Typical position: CFO
Connector	▪ Builds and maintains a strong network and ensures the evangelist meets with the right people and speaks to the right audiences ▪ Drives strategic fundraising and public relations efforts, builds and leads the relevant teams ▪ Typical position: Various - critical to have clear division of labour with the evangelist
Programme Strategic	▪ Brings strong expertise and experience in the field of work of the organization ▪ Ensures programmes are designed for maximum impact and that impact gets measured ▪ Supervises programmes and drives quality assurance ▪ Typical position: Head of Programme Development

Social entrepreneurs initially play many roles in their organization. With growth and professionalization, they need **to build a core team** that can take over some of these roles. In the long run, all roles will need to be taken over by others, if the organization is to survive the exit of its founder.

INSPIRE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

5.3 Skills for successful participation in a Social Enterprise

Another report (Austin et al, 2006) reveals specific skills of the leading team or the manager-founder of the social enterprise depending on the scale of it.

In the beginning of the Social startup the main skills needed are the **entrepreneurial skills** (as in any other commercial enterprise) and the **diagnostic skills** (which means to observe a problem and figure out a way of resolving it).

In the second stage, when the startup becomes an institutional organization the main skills are **motivation, commitment, social vision and harmonizing skills**.

During the third stage **delegating** activities and roles is the most important.

Finally, when the social enterprise becomes a real player in the community-society the **negotiation** and **coordination** skills are the most valuable.

I like to take risks, I have always been a pioneer and I am concerned about climate change, gender violence, racism; how does these affect my choice toward a commercial or social enterprise?

In 2011, Catalina M. et al. publish a study as a result of an extensive research conducted in Babes-Bolyai University, Faculty of Economics and Business Administration, in Romania

Since the culture / philosophy of local entrepreneurship is similar to this of the present consortium, it is appropriate to look at some of the findings. The objectives of this study were to examine first the differences between the profile of commercial entrepreneurs and that of social entrepreneurs, as well as to identify the factors that influence the qualities that a successful entrepreneur must have.

According the survey:

- The most frequent qualities for a social entrepreneur are **communication skills**, followed by a **developed sense** of **ethics**, **empathy**, **adaptability** to **change** and **self-perfection**. Surprisingly innovation is not considered a very important quality.
- In the case of commercial entrepreneur, the most important quality is communication, followed by adaptability to change, management abilities, and conflict management abilities. In this case, innovation is considered more important than in the case of NGO's. The differences observed are justified considering that commercial entrepreneurs have to act in a competitive market continuously changing.

Communication skills

To effectively lead people and projects, you must be able to understand the needs and goals of the business and convey this information to others through simple and straightforward instruction. Well-developed communication skills will ensure you're able to **translate the most accurate information to the right people at the right time**. Great communicators actively listen, retain information well and pass it on efficiently to others.

Communication skills examples: Active listening, Building relationships, Collaboration, Interpersonal communication, Interviewing, Negotiation, Persuasion, Public speaking, Verbal communication, Written communication

Leadership skills

As a manager, you will likely be responsible for **overseeing** the work of others and **motivating** a team toward a common goal. You might also be responsible for **leading meetings**, **assigning workloads** & **supporting collaboration** across teams & departments. Well-developed leadership skills will help you coordinate tasks and direct all parties to ensure work is completed according to plan and finished on time. These are also the skills you'll need to adequately handle leadership duties such as employee evaluations and professional development.

Leadership in Social Enterprise: Roles, Skills & Styles

Stages	Start-up	Institutionalization		Decentralization	Social Conglomerate
		Organization & Structure	Strategic Fit		
Roles	Takes action Analyzes environment Leverages hierarchical position or contact network	Develops structure, policies and systems Builds a work team committed to social venture Ensures economic sustainability	**Companies:** Alignment with business strategy **CSOs:** Works out differences between stakeholders & organizational mission	Broadens social actions Decentralizes operations to autonomous units Empowers other leaders throughout the organization	Reconciles interests and coordinates several ventures within a single structure Builds strategic alliances Promotes the visibility of the social enterprise
Skills	Entrepreneurial skill Diagnostic skill	Harmonizing skill Motivating skill Social vision and commitment		Delegating skill	Coordinating skill Political and negotiating skills
Styles	Charismatic	Directive		Participative	Political

Leadership skills examples: Decisiveness, Dependability, Conflict-resolution, Constructive criticism, Delegating tasks, Empathy, Empowerment, Integrity, Mentoring, Motivating, Patience, Relationship management, Task delegation, Team building

Planning and strategy skills

Whether you're managing people, projects or a combination of the two, the ability to **prepare a vision for the future and strategize solutions is essential to good management**. Planning skills help when setting goals and determining the most efficient path to meet objectives. A strategic manager is someone who can spot inefficiencies and quickly identify solutions to challenges. They can also recognize the steps each team member should take to overcome obstacles and complete projects.

Planning and strategy skills examples: Adaptability, Brainstorming, Business development, Conflict resolution, Critical thinking, Decision-making, Flexibility, Logical thinking, Problem-solving, Strategic thinking

Organizational skills

As a manager, you'll have to balance many tasks at the same time. Often, this means overseeing multiple project timelines, deadlines and calendar events such as meetings, conferences and presentations. **Excellent organizational skills** will help you stay on top of your work, **reduce stress**, prevent you and your team from missing critical dates and ensure you can find information when you need it most. Staying organized will improve your workflow and ensure you're able to complete tasks as efficiently as possible. It will also set a great example for any employees who may report to you.

Organizational skills examples: Deadline management, Event coordination, Filing, Goal setting, Office management, Project management, Recordkeeping, Scheduling, Time management.

Did you know that according to OECD, 1. social entrepreneurship has as main goal to address pressing social challenges and meet social needs in an innovative way while serving the general interest and common good for the benefit of the community; 2. social impact and sustainable growth is the center of efforts of a social enterprise contrary to the commercial enterprise! Do you agree? Does these make chance to you?

5.4 DIFFERENCES BETWEEN SOCIAL & COMMERCIAL ENTERPRISES THAT INTERFERE YOUR CHOICE

The personality traits of the commercial & social entrepreneur are apparently different, although sometimes vague, as is the case between social and commercial enterprises where their difference is not dichotomous but more like within a continuum ranging from purely economic to purely social

When it comes to differences between social and commercial enterprises it is not easy to gather all of them in one list. It makes sense to identify the points that these two types deviate from each other because that will determine the characteristics of the entrepreneur who chooses respectively each. Therefore, the following paragraphs is just a selection of the most remarkable differences between both types with references to the entrepreneur:

Differences regarding Mission

Social businesses are oriented at trying to find a solution to a social, environmental or cultural challenge (creating social value), whereas typical for-profit enterprises try to find opportunities in market-gaps which result in private gain (Austin et al., 2006). In other words, "a typical for-profit entrepreneur improves the commercial market whereas a social entrepreneur improves the social conditions" (Upadhayay, 2016).

Therefore, before rushing to declare yourself as a social entrepreneur, look up your values and determine your motivations. How much "social" are they?

Differences regarding the Capital / Financial structure

As broadly known, social enterprises are driven by their social goal which would not easily compromise thus including less debt than for commercial enterprises. Is this the only truth?
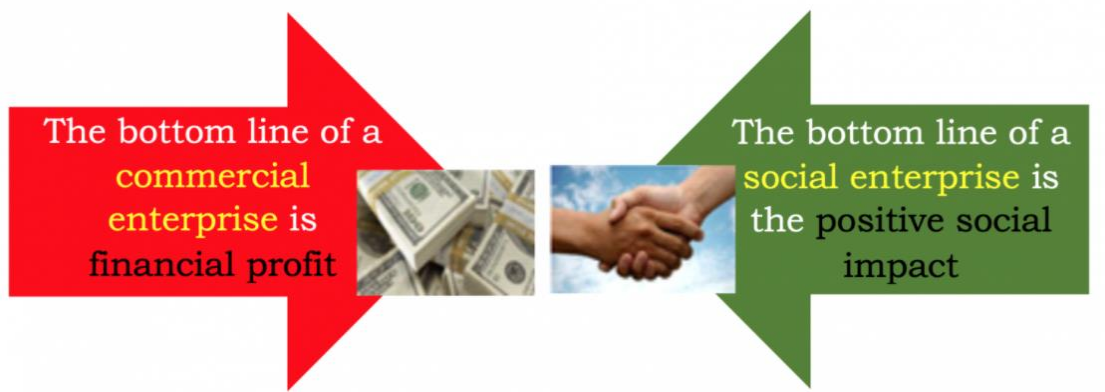
("History, Definition and Alternative Forms of Social Entrepreneurship," 2020)

Social enterprises usually have access to a wide range of funding sources. Although a diversified financing structure promises stability in terms of cash flows to the business, empirical evidence shows that social enterprises **have a rather concentrated financing structure**. This can be explained as a diversified financing structure that can result in conflicts which either originate from the capital providers' divergent return requirements or the design of financing instruments.
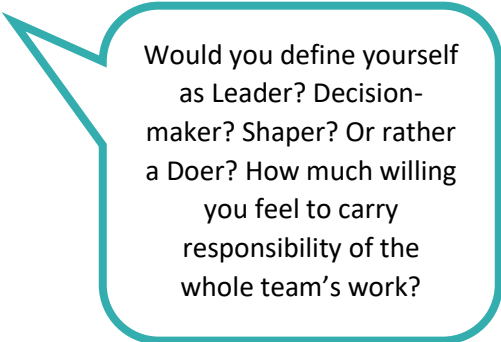
To reduce these conflicts, inherent in a diversified financing structure social enterprise concentrate on the most suitable financing sources. As social and financial return requirements differ between capital providers, the concentration on a reduced number of financing sources implies a more clearly defined set of expectations that the social enterprise has to consider. **The social enterprise needs to adapt to the expectations of its capital providers and align the strategy accordingly**.

> What is your degree of tolerance while capital providers might limit you from carrying out your mission freely?

https://www.researchgate.net/publication/264822976_The_financing_structure_of_social_enterprises_Conflicts_and_implications reference: (Achleitner et al., 2014).

Differences regarding the Management structure

As for management, commercial enterprises tend to have a vertical organization, with a top-down structure, like a pyramid including usually a CEO, president or owner, manager, supervisors etc ("The Difference Between Vertical & Horizontal Business Organizations," 2019.). In social enterprises you will probably find a horizontal or flat management. By horizontal orientation it is meant there are very few managers and more authority is granted to rank-and-file employees.

Would you define yourself as Leader? Decision-maker? Shaper? Or rather a Doer? How much willing you feel to carry responsibility of the whole team's work?

The motivation in such management comes from accomplishing the goals which can improve morale and efficiency (The Difference Between Vertical & Horizontal Business Organizations, 2019). Due to this as per a personal interview with Angelos Parmatzias, co-founder of the NGO, with social orientation C.I.P, said "The dressing (code) and addressing (people) within the organization might be a bit more informal in social enterprises rather than in commercial" (31/08/2020)

In traditional businesses decision-making power is directly linked to ownership of capital, however, in social enterprises it does not function the same way. Indeed, among the explicit objectives of many of them it is included to generate protagonism in the beneficiary communities. Moreover, in the social enterprise employees have a share in the capital and in the company's results (Ashoka, n.d.).

Including team members in decision-making can be seen as an aspect of delegation: taking a decision involves a range of steps such as understanding the problem and collecting information, preparing one or several proposals of action, and taking final decisions on the general course of action as well as on its detailed implementation. With increasing levels of participatory leadership, more and more of these steps are delegated to the team.

INSPIRE

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

Differences regarding Roles/Responsibilities attributed

Following previous paragraph regarding management in social enterprise, it's obvious that social entrepreneurship is related to persons with specific characteristics that facilitate them to carry out any task successfully. The best leaders face problems head on and have the confidence to propose sometimes innovative or difficult solutions. They also have the humility to accept that they do not have all the answers and will encourage others to make decisions by delegating authority and responsibility. Alongside this, they make sure the contribution of others is recognised and rewarded. All managers need to be effective leaders. While a command and control culture will ensure that employees comply with organisational procedures and the terms of their employment contract, it does not create the enthusiasm, innovation and engagement that modern organisations need to compete effectively in a global marketplace. By developing their leadership capability, managers can achieve outstanding results from ordinary people and businesses, getting the best out of their employees and benefiting from the knowledge and skills that often they are not even aware that they possess. Above all, leaders need to inspire trust in their capability to take the organisation in the right direction.
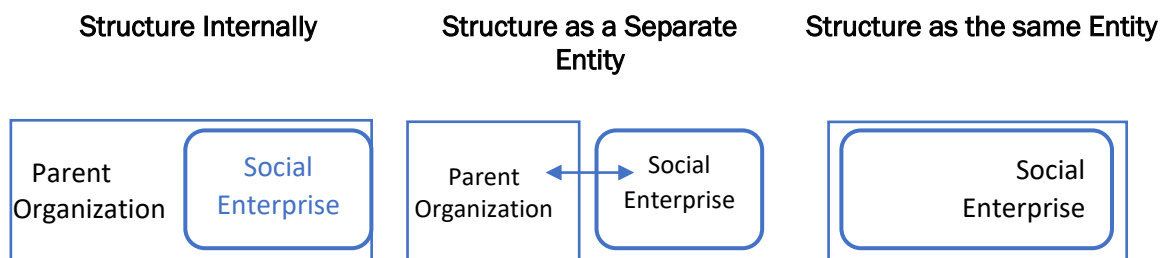
On the other hand, traditional enterprises, structured in a rather linear form are focused on delegating tasks described in details which are evaluated by their degree of completion, limiting employees' initiative and creativity. However, this does not mean that traditional entrepreneurs do not seek to create value for their employees' capacity building, but they prioritize other objectives.

Tom Peters saying "Leaders don't create followers, they create more leaders", seems to find wider application in social enterprise. Leaders are not just satisfied with their own success; they empower others to achieve their full potential. They build productive teams through training, inspiring and motivating them. Just as leaders need a mentor or role model, they need to mentor others.

INSP⬤RE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

Differences regarding Organizational & Legal structure

Social enterprises are born from a set of initiatives which are meant at giving a response to the real social welfare needs of people and to the specific difficulties of different groups. The diversity and plurality of social enterprises in addressing different social needs allows them to adapt better to their own reality, linking them thanks to their plurality with the community in which they are located (Díaz-Foncea & Marcuello, n.d.).

Consequently, a social enterprise may be structured as a department, program or profit center within a nonprofit and lack legal definition from its parent organization. It may also be a subsidiary of its nonprofit parent, registered either as a for-profit or nonprofit. Many organizations use a mix of different structures simultaneously.

Structure Internally	Structure as a Separate Entity	Structure as the same Entity
Parent Organization — Social Enterprise	Parent Organization ← → Social Enterprise	Social Enterprise
The social enterprise may (or may not) physically share space with the parent. From a legal, financial, management, and governance perspective the enterprise is internal to its nonprofit parent. Systems, back office, staff, and leadership are integrated	In this case, the social enterprise may or may not physically share space with the parent. From a legal, financial, management, and governance perspective the enterprise is external to its nonprofit parent. If staff, overhead, or back office is shared, this is done so on a formal (contractual) basis as a business relationship.	Social enterprise is the same entity as the parent organization, meaning functionally that there is NO parent or host organization, rather the social enterprise is the only activity of the organization.

"The Four Lenses Strategic Framework, Toward an Integrated Social Enterprise Methodology"
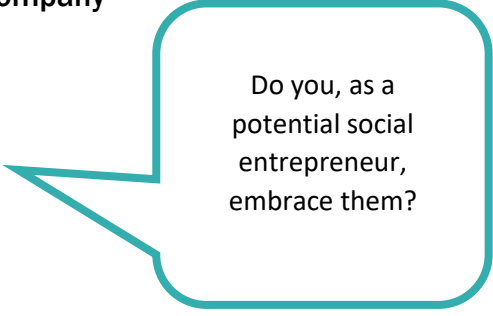*http://www.4lenses.org/*

Regardless its structure, the social enterprise is committed to **collaborative**, **social** and **consensual** work; a company that practices the spirit of collaboration, participation and **team orientation** applied both in its internal and external organization (**CEPES, 2020**).

Actions of any social enterprise must be diligent, loyal, responsible and transparent, and must promote the generation of stable and quality employment, the integration of workers as partners, equal opportunities between men and women, and the conciliation of personal, family and working life (**ASLE, 2020**).

It is a question of transferring the associative culture to the business structure, so that companies learn to associate and collaborate among themselves in terms of innovation and knowledge development. The adoption of a new model of industrial relations based on the principles of shared responsibility implies a change in all parts of the company (**CEPES, 2020**).

The new concepts that define the paradigm of labour relations of the social enterprise are (**CEPES, 2020**):

- Democratic organization
- Autonomy
- People as the core value of the company
- Participation in management
- Retributive solidarity
- Intercooperation
- Social transformation
- Universal character
- Education

> Do you, as a potential social entrepreneur, embrace them?

6. TEAM BUILDING

6.1 OVERVIEW

As a social enterprise prioritizes its mission to its people, a crucial step in forming a social enterprise is defining and developing your team of players. Rather than emphasize shareholders, as with a for profit, a social enterprise considers all stakeholders who share a "stake" in the outcome of the enterprise. The group of stakeholders includes employees, investors, customers, and anyone involved in the product supply chain. A social enterprise dealing e.g., with environmental issues, also considers the environment to be a stakeholder, and so on.

Team building is the process of turning a group of individual contributing employees into a cohesive team — a group of people organized to work together to meet the needs of their customers by accomplishing their purpose and goals. If you wish you can go back to chapter 2.4 and refresh the difference between working groups and teams.

It is very important to underline the differences between "Working Groups" & "Teams" and the circumstances under which they can move from being a Group to Being a Performing Team (Katzenbach & Smith, 1993). The team performance curve (below) illustrates how well any small group of people perform depending on their approach.

Moving from Being a Group to Being a Performing Team
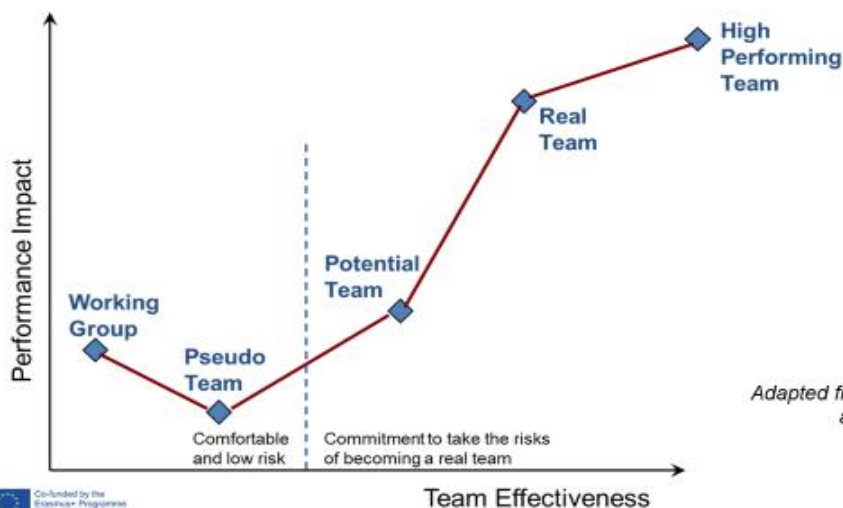
Adapted from Katzenbach and Smith, 1993

If you require a team rather then a working group, you need to develop commitment to the team from all individual and be prepared for the risk of conflict within the team (**storming phase**) as a team style emerges. The group will start to identify a common purpose and develop collective actions that the team considers are needed to achieve the collective goal. There is also mutual accountability established by the team and this helps to make the team more than the sum of its parts (**synergy**).

Team development is subdivided into a number of phases; these phases can be quantified by looking at the individual's attitude, the team's attitude and the group manager's leadership. Team's performance changes as the team progresses through the development phases (Tuckman, 1965).

Team development stages

- Forming……………….they are learning about the project
- Storming…………………… they have strong opinions
- Norming………………….they begin to trust each other
- Performing………………they can operate independently
- Adjourning…………………………the team is disbanded

Bruce Tuckman, 1965

6.2 THE ROLE OF TEAMBUILDING IN SOCIAL ENTERPRISES

Most of the times, while so much attention is given to developing the business, technology, and leadership skills needed to succeed as a social entrepreneur, team building is less often touched upon. The irony is that it's the quality of the relationships with the people we work with that ultimately determines our progress in generating social impact. Although the dedication, perseverance, and sacrifice made by social entrepreneurs is worthy of admiration, this can lead to hero worship.

The reality is that addressing the underlying causes of society's most pressing problems is a team, not an individual effort. In fact, the bigger the change we seek, the more people we need to engage in our cause.

In order to create this cohesive team, each member must create bonds with one another. E.g. Fun activities that help people see each other in a different light allow them to connect in a different setting. Apart from communication and working better together Other reasons for team building are:

a. Socializing and making friends in the workplace is one of the best ways to increase productivity in the office. But not only does it increase morale in the office, but it also allows for the office to work better at solving everyday workplace issues.

b. Teamwork and boosting team performance. After completing team building activities together, employees better understand each other's strengths, weaknesses, and interests.. When everyone is contributing their best, it sets the tone for a positive work culture. Each team is different and every individual has something unique to contribute. Once you can identify and encourage everyone to reach their individual potential, your team will be able to reach its collective potential as well.

c. Competition has been shown to increase productivity. By channelling that increased productivity into a fun, inclusive team building activity, teams can bond in a more effective way than by other methods.

d. Celebration, team spirit, fun, and motivation. After any sports team wins a major championship, they celebrate and have fun, which motivates them to want to win even more. This extreme example shows that the celebration, cheering, and fun that comes with every Team Bonding event can motivate employees to bring their job to the next level!

e. Collaboration and the fostering of innovation and creativity. People tend to have a larger imagination when they are around people, they are comfortable with.

6.3 How to strengthen your social enterprise team through teambuilding

The mission is the main long-term goal of an organization i.e. it defines the overall behavior of a social enterprise on the business scene. The fundamental reason why an enterprise is created is its mission. Once a business completes its mission, it is no longer necessary. The involvement of all stakeholder in developing the vision & mission of the enterprise as well as in defining goals and in the planning process of projects and activities is the best way to empower them and strengthen their commitment.

Often the team leader or manager will facilitate a series of meetings / teambuilding activities at which employees get to know each other and develop cohesive working relationships. There are times, that team building can also involve structured activities and exercises led by team members.

6.4 Team-building Tools and Activities

One of the most powerful reasons for team building is to get results. Through a series of planned team building events that are fun and motivational, teams build skills like communication, planning, problem-solving and conflict resolution. These team building activity ideas help to facilitate long term team building through fostering genuine connections, deeper discussions, and processing.

Numerous activities are presented in detail, right after, in chapter 7.3

We carried out a learning training workshop in which this activity was developed by the participants. Have a look at our website to know how it went: https://inspireyouth.eu/news/

7. Effective use: Examples of assessment tools & activities

After a research had been made by the consortium the next psychometric tools were found as well as a series of activities commonly used to

- assess skills, competences, personality for career choices in general and/or especially for the "appropriate person" able to be a (social) businessman
- support the identification of the appropriate role that a participant in a (social) entrepreneurship could choose to incarnate
- build coherent teams.

These tools and activities can be taken advantage from Youth themselves when starting their Social Enterprise or by Youth Trainers as additional material to their official curricula. They are easy to implement in groups or individually, as part of a team or personal career training.

7.1 Psychometric or other assessment tools addressing Skills, Competences and/or Personality for career choices

- **Occupational Personality Questionnaire (OPQ):** the test is used mainly for assessing the candidate's competencies, personality preferences and workplace behaviours
- **Myers-Briggs Type Indicator (MBTI):** it mainly evaluates how the person take decisions (extraversion- introversion, sensing-intuition, thinking-feeling, judgement-perception)
- **Talent Q Dimensions:** it is used to identify the "fit" between the candidate and the organisation/job role as well as for team building

Tool 1: *assessment test of potential in social entrepreneurship*

It is a test for evaluating of the potential in social entrepreneurship that was created as an electronic form and shared with the managers of different incubators of entrepreneurship. The test consists of a Likert scale, constituted of 30 items distributed in eight subscales, related to three dimensions under the umbrella of social entrepreneurship: passion for entrepreneurship (12 items), orientation towards sustainability (14 items) identification of opportunities (3 items and an open question). Each possible answer of each statement has a score ranging from 1 to 5 (Portuguez Castro et al., 2018).

The questionnaire is divided into three parts; the first one includes personal data of the participant such as: age, gender, direction, academic degree and information about their entrepreneurship, time to perform and type. The second part consists of the presentation of a fictitious case where the participant must provide solutions to a problem posed, and the rest of the instrument contains the different reagents to be measured, for each of the sub-scales that define the dimensions that make up the potential for social empowerment (Portuguez Castro et al., 2018).

Once the test is applied, you, by your own, you can calculate your results. The instrument is scored using the score for each of the reagents, depending on the sub-scale being evaluated and then converting those points into a percentage. Once the percentages are converted, they are added to define the social entrepreneurship potential of each participant, if it is close to 100%, the potential is considered high (Portuguez Castro et al., 2018).

Tool 2: *Evaluation of Entrepreneurial Personality: Factorial validity of Entrepreneurial Orientation Questionnaire (COE)*

It consists on a questionnaire of 161 items, which evaluates nine specific traits: achievement motivation, risk-taking, innovation, autonomy, self-control, stress tolerance and optimism (Suárez-Álvarez & Pedrosa, 2016).

Based on this questionnaire, it is expected to efficiently solve the problem of the evaluation of psychological variables with the advantages of accuracy, validity and economy of resources (human and material) that this implies (Suárez-Álvarez & Pedrosa, 2016).

From the applied point of view, this new computerised procedure will offer you, a much faster, more rigorous and more effective assessment of your entrepreneurial personality than what is currently possible (Suárez-Álvarez & Pedrosa, 2016).

It should be highlighted that in any case is necessary to apply more than 10 items. This implies both a quick assessment of the construct and a greater security of the items that make up the bank as the number of items exposed in the multiple applications is minimal. It will incorporate the assessment of the entrepreneurial personality in the educational and work environment; improve the accuracy of predictions and early identification of people with a high propensity to entrepreneurship (Suárez-Álvarez & Pedrosa, 2016).

Tool 3*: Gamified test*

Owiwi gamified test (https://owiwi.co.uk/) is based on Situational Judgment Tests (**SJTs**). These are a popular personnel selection method, designed to assess an applicant's judgment regarding a situation encountered in the workplace. Their popularity is based on the assertion that they assess **soft skills** and **job-related skills** not tapped by other measures, with a low adverse impact that nurtures positive applicant reactions. SJT's present respondents with work-related situations and a list of plausible courses of action. Respondents are asked to evaluate each course of action for either the likelihood that they would perform the action or the effectiveness of the action. Thus, SJTs tend to determine behavioral tendencies, assessing how an individual will behave in a certain situation, and knowledge instruction, which

evaluates the effectiveness of possible responses. More about this type of tests- https://www.graduatesfirst.com/psychometrics/situational-judgement-tests/)

More on-line Assessment tools

- a full free personality questionnaire based on the five-factor model https://www.assessmentday.co.uk/personality-questionnaire.htm
- Personality and preference inventory (PAPI) https://practicetests.cubiks.com/our-assessment: many different test that you could buy
- https://www.wikijob.co.uk/content/aptitude-tests/test-types/aptitude-tests here there are also some free tests
- based on Carl Jung's and Isabel Briggs Myers' personality type theory. https://www.truity.com/test/type-finder-personality-test-new
- 16 personalities test: https://www.16personalities.com/free-personality-test
- https://www.ksl-training.co.uk/services/psychometric-testing/talent-q/talent-q-dimensions/
- https://www.practiceaptitudetests.com/testing-publishers/talent-q/
- https://www.truity.com/test/type-finder-personality-test-new

7.2 PSYCHOMETRIC OR OTHER ASSESSMENT TOOLS THAT SUPPORT THE IDENTIFICATION OF THE APPROPRIATE ROLE THAT YOU COULD CHOOSE TO INCARNATE

As stated earlier psychometric tools are used to measure the mental state of a participant while exploring an individual's capabilities, aptitude for that specific job and to determine if the personality of the individual fits in with the vision of the organization. Two psychometric tests that support the identification of the appropriate role that a participant in a social entrepreneurship could choose are *skills test* and *logical reasoning test*.

Skills tests act in a way such that employers can thereafter use the results to evaluate how quickly you can learn a new skill compared to other applicants. This test depends entirely on the job that you are applying for, since, the test does not have a specific structure. Each and every test is uniquely formed for the specific job application. For example, if you are applying for a quantitative role in finance then the test may include a financial modelling task. The questions of the test are in the form of a multiple choice and should be completed under a specified time frame. ("Psychometric Tests," 2020)

A logical reasoning test or critical reasoning test is used in assessing your ability to use structured thinking to isolate and identify several distinct components of any given argument. Logical reasoning tests are subdivided in different types of tests with one example being the Diagrammatic version. A diagrammatic test includes questions that are based on identifying a specific pattern or rules and spot which object does not follow those rules.

The above two psychometric tools are used to support the identification of the appropriate role that you could be chosen for, in a (social) entrepreneurship. (Logical Reasoning Test & 5 Key Tips, 2020)

TEAM roles test can be found here: https://www.123test.com/team-roles-test/

It might also be interesting to implement team assessment tools like those in this link https://www.mindtools.com/pages/article/newCDV_21.htm

7.3 Team building tools and/or activities

Team building tools and activities are commonly used in the (social) entrepreneurship environment, in order for the team members to be empowered, to know each other better, to acknowledge the responsibilities arising from their role, the secrets of cooperation, combining and linking roles and responsibilities within the working group, etc, as teamwork is one of the most important qualities within a company. Employees in a company must work towards shared goals, so a coordinated and complementary team will be essential to achieve this.

Margerison-McCann Team Management Profile

It is a tool used to classify individuals in regard to what type of team member they are. The heart of this approach is the Team Management Wheel. Each one's personal Team Management Profile highlights an individual's major and two related areas of work preferences on the wheel. In particular, "it is a starting point for consideration and discussion of how you approach your work and your interactions with others". There are 8 key activities essential for high-performance: *reporter-adviser, creator-innovator, explorer-promoter, assessor-developer, thruster-organizer, concluder-producer, controller-inspector and upholder-maintainter* (Thomas, 2010).

Tools for citizens

Tools for citizens is a toolkit developed by NGOs, Social enterprises and other active citizens in order to initiate, organize, create a team building environment and overcome challenges. It includes both organizational tools as well as team working tools (https://civilsocietytoolbox.org/).

Team building activities

Team building activities are organized in a way such as to strengthen employees' relationships, to develop trust and improve their bonding. (Dizik, 2012) This allows them to understand how important it is to look out for each other in order to achieve bigger goals. Some activities that can build a strong team in the (social) entrepreneurship environment are the following:

Human shapes

Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	30 minutes or more
Materials needed for implementation	A music device, a camera (with the consensus of participants)
Goal & Description	Gather your employees in an open space and divide them into several smaller groups of 3-4 people each. The goal of this team building activity is to form words of three to four letters in a specified time using their body. This activity works on an individual's planning skills but also their creativity and how this individual can plan along with their team.

It's a birthday scramble

Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	5 or 10 minutes
Materials	None
Goal & Description	In a certain period of time your group should organize in silence and form a row in order of birthday. Nonverbal communication skills are tested here. In addition, those involved can have fun learning the signs of the zodiac from their peers, if they are interested in the subject.

Scavenger Hunt	
Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	30 minutes or more
Materials needed for implementation	different objects, some clues and riddles
Goal & Description	The goal of this team building activity is for employees to work on their creativity and efficiency by collaborating with their team members. This activity can be either played inside or outside, it is up to the organizer of the activity as to where to gather employees. The organizer should divide the employees in smaller groups – subgroups – and advise them to find a list of items within a specific time frame. Can encourage the employees by leaving clues and riddles to use in their own creative way. The winner team is the team that collects the most items.

Two hits and one goal	
Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	A quick game - Depending on the number of participants
Materials	None
Goal & Description	At the beginning of a meeting make everyone present say a couple of things they've accomplished in the last week and a

goal they hope to achieve during the next week (stated as if they had already finished it). It can be something small (like responding to an email they were postponing) or big (finishing a half marathon over the weekend). So team members can try to figure out what great things their co-workers are doing and at the same time learn more about them.

Human Knot	
Nº of participants	8 - 20 people
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	15 to 30 minutes
Materials	None
Goal & Description	Rules: Have everyone stand in a circle facing each other, shoulder to shoulder. Instruct everyone to put their right hand out and grab a random hand of someone across from them. Then, tell them to put their left hand out and grab another random hand from a different person across the circle. Within a set time limit, the group needs to untangle the knot of arms without releasing their hands. If the group is too large, make multiple smaller circles and have the separate groups compete. Objective: This game for team building relies heavily on good communication and teamwork. It also results in a lot of great stories for the water cooler chat in the workplace.

Blind drawing	
Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	5 to 15 minutes
Materials needed for implementation	Papers A4, pens or pencils, some simple geometrical drawings
Goal & Description	The game requires 2 players to sit back-to-back, where one team member is given a picture of an object or word without specifying directly what the thing is, the person must describe the image without using words that clearly give away the image, ie if it is a "flower" then the person can describe it as hearts put together (to form flower petals), a string/rope holding the hearts (Stem), rain/water drops (leaves) and so on. The person with pen and paper draws the object based on the verbal description and their own interpretation. The final outcome is fun to see and depict whether 2 members can effectively communicate, imagine, and innovate in each other's company.

NB.: this is a good activity for virtual teams |

These days due to COVID-19 virtual meetings of teams and partners in social enterprises are becoming the new reality. Moreover, the virtual means are making communication more difficult. So virtual team building activities are very important.

Virtual team building activity: "Do the movement"	
Nº of participants	Indiscriminate
Target group	Participants will be members from the same work team (members of the same office or division, or classmates)
Time for the activity	5 to 15 minutes
Materials needed for implementation	Virtual meeting (Skype or Zoom)
Goal & Description	the facilitator asks the participants to do a specific movement if the sentence they say represents them. i.e. the facilitator can ask to put your hands over your head if you have taken more than 3 kilos during the lockdown. The facilitator then asks who wears just pijamas during virtual meetings and does another movement. It would be more fruitful for the team to be asked about funny things & to be asked to make funny movements.

For more team building activities and tools you can visit the following links

https://www.wrike.com/blog/team-building-games/

https://blog.cake.hr/top-50-team-building-games-employees-love-play/

https://www.workamajig.com/blog/team-building-activities

https://blog.hubspot.com/marketing/creative-team-outing-ideas_and_virtual_team_building tools

https://www.mindtools.com/pages/article/virtual-team-building-exercises.htm

https://cityhunt.com/18-easy-virtual-team-building-activities-for-remote-teams/

INSPIRE
PLAY YOUR ROLE IN SOCIAL ENTREPRENEURSHIP

7.4 "INSPIRE" PROJECT ACTIVITIES

The partners of INSPIRE project have also created and tested in the first learning training teaching activity of the project, the following activities.

Activity A: Solve a problem in your neighborhood

The main objective of the activity is to give to participants the opportunity to think on the key characteristics and skills a social entrepreneur should have, develop and advance. It also gives the opportunity to participants to understand more for them and make more mature vocational choices. Other objectives are:

- Motivate young people to observe with critical eye their environment,
- Raise their awareness regarding needs and problems in their neighbourhood
- provide guidance for new or potential (social) entrepreneurs) on how they can align their strategies as well as measure and manage their contribution to the realization of SDGs

Nº of participants	5-20
Target group	Young people, members of a team or not
Time for the activity	30-45 minutes
Materials needed for implementation	Papers A4, pens or pencils

The activity step-by-step

Step 1: In the beginning tell the participants to:

- Create a map of their area of interest, locate enterprises, spot sports field, sights, administrative centers, identify characteristic of the population etc and place themselves in
- Write down an issue that troubles you in their neighborhood / community and which they would like to change
- Reflect: What do we wish to be done? What could YOU do? How can we devise a social enterprise with the goal to improve an issue that concerns our community? What about SDGs (Sustainable Development Goals are

in-depth presented in "Learning training guide for viable business models of Social Enterprises addressing SDGs and use of Social Media"), did this information cross our mind at all?

Give to the participants 20 minutes.

Step 2: When they finish gather them all together in a team and ask them about:

- the role that each participant played during the activity. For example, who took the lead to write down ideas?
- How did they decide which idea to follow?
- Did everyone agree or there are still other ideas and second thoughts?

Step 3: After this reflection ask the participants to write down the skills and qualities that they think a (social) entrepreneur might need in order to be successful.

The key characteristics of a successful Entrepreneur

write YOUR names there where YOU believe YOU belong according to YOUR skills

Activity B: Key characteristics of a Social enterprise TEAM

The main objective of this activity is to give the opportunity to participants to explore the possibilities that open the cooperation of more people in a TEAM, especially in a team working for a social cause. Moreover, participants can reflect their characteristics on existing or future teams they will work with.

Nº of participants	5-20
Target group	Young people, members of a team or not
Time for the activity	30-45 minutes
Materials needed for implementation	Papers A4, pens or pencils, video: https://www.youtube.com/watch?v=eFsA4wUf3I0 **Belbin test**

The activity step-by-step

Step 1: In the beginning participants watch all together the video (in the link provided) concerning the Belbin's theory on Team Roles.


https://www.youtube.com/watch?v=eFsA4wUf3I0
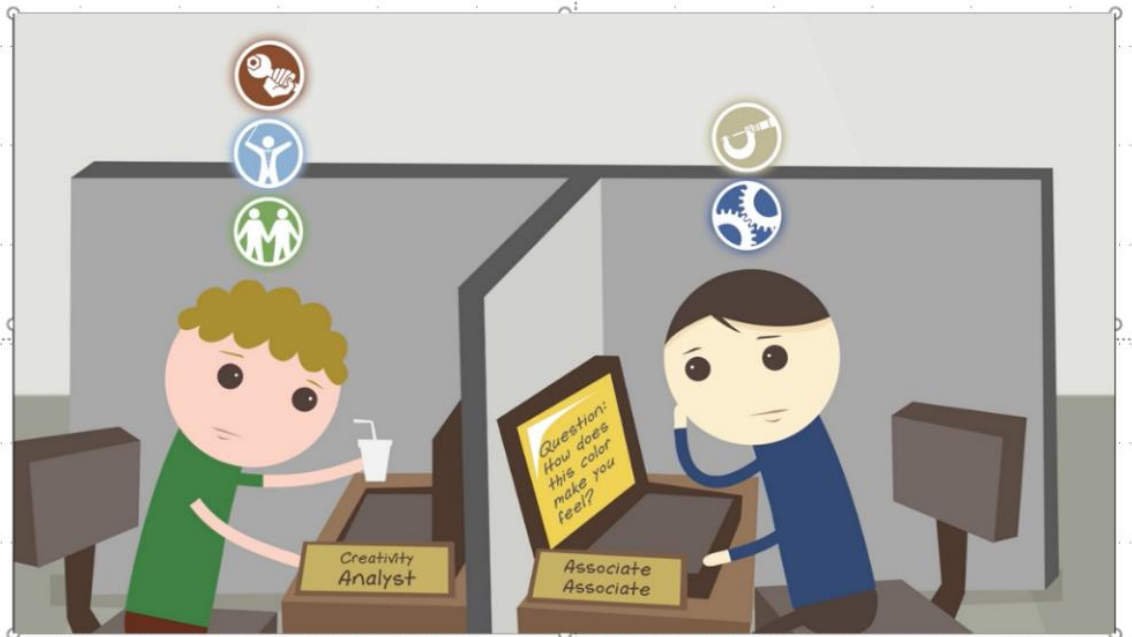
Step 2: Then each one takes the Belbin's self-assessment questionnaire provided here https://drive.google.com/file/d/1TQqZlW9sj5ltbfHRCMreosMwxidOnwsC/view?usp=sharing

Step 3: Participants follow the instruction given at the end of the questionnaire to evaluate their behavior while participating in a team

Step 4: Based on the idea regarding the social issue they have selected in activity 1 they should decide

- How to make a difference and what needs to be done to make their social enterprise successful
- Who will run the enterprise and why?
- How to delegate position/activities to each group member, what they are nominated to do? Why them?
- How their personality corresponds to the position/activities they took?

In the picture below you can see some key skills that partners identified as key characteristics of a successful team and tried to see if their teams have them.
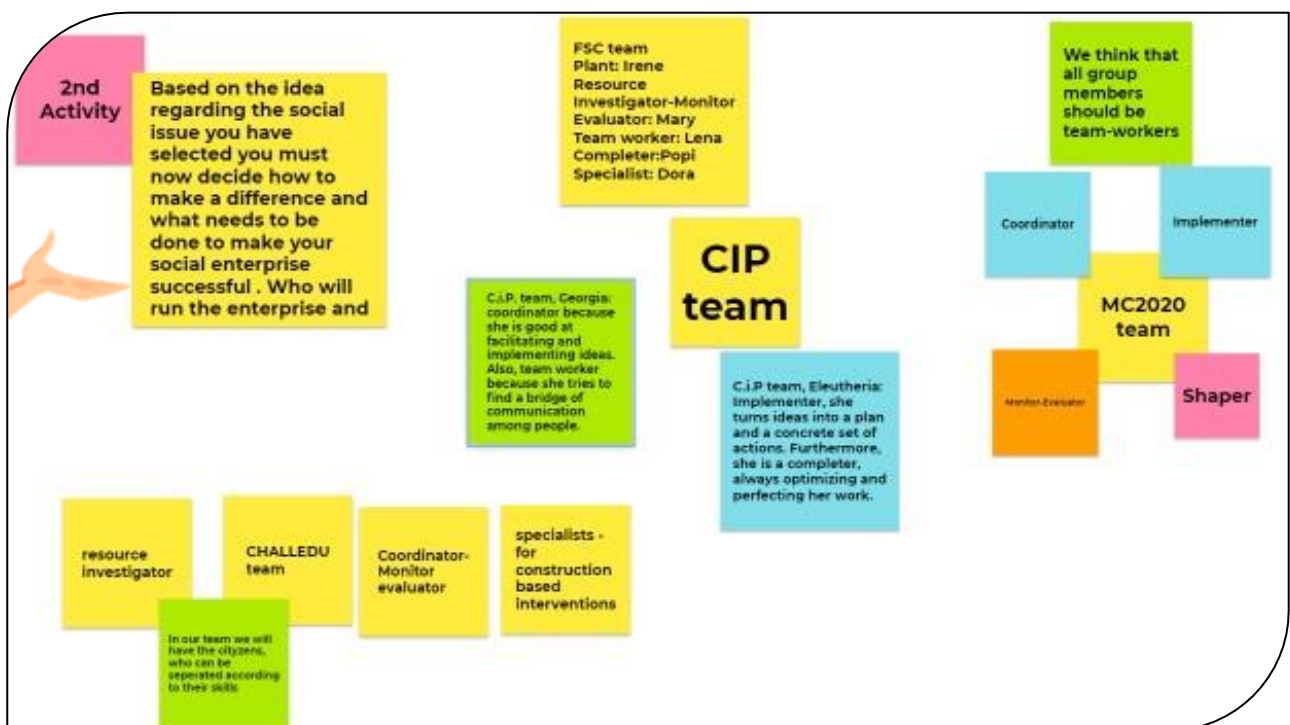
Activity C: Drawing our logo

The main objective of this activity is to help participants to understand the way of thinking of each individual and to figure the importance of developing a common code of communication.

Nº of participants	5-20
Target group	Young people, members of a team or not
Time for the activity	20-30 minutes
Materials needed for implementation	Papers A4, pens or pencils

The activity step-by-step

Step 1: Two participants are invited to inspire the logo of the group's virtual (social) enterprise and design in a paper.

Step 2: Then one by one these two participants try to instruct the other team members to reproduce the same logo without showing to them the initial. They can say anything to help other participants. However, none of the other participants can talk or ask questions during this time.

Step 3: After all participants have drawn both logos, they show them to the whole team. The winner of the two initial logo designers is the one who made more participants to draw the closest logo to the original.

Step 4: The group discusses when (under what conditions) it was easy for them to respond and when it was difficult; so did the narrator: How difficult was it for him to give instructions without seeing the progress made by the members?

BIBLIOGRAPHY

- Achleitner, A. K., Knafl, W. S., & Volk, S. (2014). *The financing structure of social enterprises: Conflicts and implications*. International Journal of Entrepreneurial Venturing, 6(1), 85. https://doi.org/10.1504/ijev.2014.059404

- Ashoka. (n.d.). *Empresas Sociales: Aprendizajes sobre la práctica de emprendedores sociales*. ASLE. (2020, August 25).

- Austin, J., Stevenson, H., & Wei-Skillern, J. (2006). *Social and Commercial Entrepreneurship: Same, Different, or Both? Entrepreneurship Theory and Practice, 30*(1), 1–22. doi:10.1111/j.1540-6520.2006.00107.x

- Austin, J. et all, (2006), Effective Management of Social Enterprises Lessons from Businesses and Civil Society Organizations in Iberoamerica, https://publications.iadb.org/publications/english/document/Effective-Management-of-Social-Enterprises-Lessons-from-Businesses-and-Civil-Society-Organizations-in-Iberoamerica.pdf

- Bernice T Ediuson; Linda J Beckman. (1973). *Science as a career choice : theoretical and empirical studies*, New York : Russell Sage Foundation

- Burke, R., & Barron, S. (2014). *Project management leadership: Building creative teams*. John Wiley & Sons.

- Carter, J., O'Grady, M., & Rosen, C. (2018). *Higher education computer science: A manual of practical approaches*. Springer.

- CEPES. (2020, August 25). *¿Qué es la Economía Social?* https://www.cepes.es/social/econ_social_que_es

- Corr, P. J., & Matthews, G. (2020). *The Cambridge handbook of personality psychology*. Cambridge University Press.

- Díaz-Foncea, M., & Marcuello, C. (n.d.). *Las empresas sociales en España: Concepto y características*. 22.

INSP☼RE

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

- DuBrin, A. J. (2008). *Essentials of management*. Cengage Learning.

- Eiduson, B. T., & Beckman, L. (1973). *Science as a career choice: Theoretical and empirical studies.* Bernice T. Eiduson and Linda Beckman. Ed.

- Forbes. (2017, May 61). *Five ways to encourage youths to pursue social entrepreneurship.* https://www.forbes.com/sites/forbesnonprofitcouncil/2017/05/16/five-ways-to-encourage-youths-to-pursue-social-entrepreneurship/#4d5268da2f48

- Heinecke, A., et all, (2014) *Leadership in Social Enterprise. How to Manage Yourself and the Team,* The World Economic Forum http://www3.weforum.org/docs/WEF_leadership_in_social_enterprise_2014.pdf

- Indeed. (2019, October 7). *Career Development Theory: definition and introduction.* https://www.indeed.com/career-advice/career-development/career-development-theory

- Lundberg, C. C. (1972). *Planning the executive development program. California Management Review, 15*(1), 10-15. https://doi.org/10.2307/41164394

- Pam, M. N. (2013). *Career Choice in Psychology Dictionary*. Retrieved from https:psychologydictonary.org/career

- Portuguez Castro, M., Valenzuela González, J. R., & Navarro Corona, C. (2018). *Diseño y validación de un test de evaluación del potencial en emprendimiento social*. REVESCO. *Revista De Estudios Cooperativos, 128*, 192-211. https://doi.org/10.5209/REVE.60207

- Rao, M.S. (2010). *Soft Skills - Enhancing Employability: Connecting Campus with Corporate*. New Delhi: I. K. International Publishing House Pvt Ltd. p. 225. ISBN 9789380578385.

- Robles, Marcel M. (12 August 2016). *Executive Perceptions of the Top 10 Soft Skills Needed in Today's Workplace*. Business Communication Quarterly. 75 (4): 453–465).

- Sadock, B. J., Sadock, V. A., & Ruiz, P. (2017). *Kaplan and Sadock's comprehensive textbook of psychiatry*. Lippincott Williams & Wilkins.

- Sherman, S. (2011, October 31). *Teaching the Key Skills of Successful Social Entrepreneurs.* Standford Social Innovation Review

  https://ssir.org/articles/entry/teaching_the_key_skills_of_successful_social_entrepreneurs#

- Stephan, U., & Drencheva, A. (2017). *The person in social entrepreneurship: a systematic review of research on the social entrepreneurial personality*. In G. Ahmetoglu, T. Chamorro-Premuzic, B. Klinger, & T. Karcisky (Eds.), Wiley handbook of entrepreneurship (pp. 205-230). Wiley.

- Suárez-Álvarez, J. & Pedrosa, I. (2016). *Evaluación de la personalidad emprendedora: situación actual y líneas de futuro. Papeles del Psicólogo*, vol. 37, num. 1, 62-68. http://www.redalyc.org/articulo.oa?id=77844204008

- Thomas, P. (2010). *Introducing a next tool – Margerison-McCann Team Management Profile*. Matchett Group. http://www.matchettgroup.com/latest-news/team-management-profile-tool-margerison-mccann/

- Thompson, Leigh (2008). *Making the team: a guide for managers (3rd ed.)*. Pearson/Prentice Hall. ISBN 9780131861350.

- Upadhayay, A. (2016, September 7*). Social Entrepreneurship vs For-Profit Entrepreneurship*. https://ecoworldnmims.wordpress.com/2016/09/07/social-entrepreneurship-vs-for-profit-entrepreneurship/

- https://www.oecd.org/cfe/leed/social-entrepreneurship-oecd-ec.htm

- https://www.researchgate.net/publication/283635699_Social_entrepreneurs_versus_commercial_entrepreneurs